



# Supporting Positive Behaviour Policy

Date: July 24

Review Date: July 25

## INTRODUCTION

Little Gate Farm is a registered charity in England and Wales (1153584).

### SCOPE

Unless expressly stated to the contrary any reference to Little Gate, Little Gate Farm or the Charity should be treated as including Little Gate College, and any reference to client/participant/work trainees should be treated as including a Student of Little Gate College, a Young Ranger or a child participating on our Alternative Provision offer.

### AIM

Little Gate is committed to providing outstanding educational opportunities for all children/young people. We recognise our duty of care towards all children/young people, work trainees, staff and visitors. This policy deals with the behaviour of children and young people attending our provision, and the policy which informs disciplinary practice and the use of exclusion. Young people with SEN may display challenging behaviour at times. Behaviour can impact on the quality of a young person's life and can prevent access to learning. Careful behaviour management can prevent problems developing and has a very high priority at Little Gate. All supporting staff receive training in behaviour management and are supported by the leadership team and other specialists.

Please also see Little Gate Anti-bullying policy.

### POLICY STATEMENT

Equality of opportunity underpins the core principles of Little Gate. We adhere to the following standards:

- Ensure the safety and wellbeing of all members of Little Gate community and visitors
- To create a consistent and positive approach to behaviour management. Never to be punitive, aversive, threatening or compromise the rights of children/young people/work trainees
- Ensure the safety and wellbeing of all members of Little Gate community and visitors
- Maintain an appropriate educational environment in which all can learn and succeed, feel safe, secure and respected
- To help children/young people/work trainees understand and manage their own behaviour in ways that are acceptable in the wider society in which they live
- To prevent all forms of bullying and encouraging children/young people to develop a sense of self-worth and tolerance and respect for others

### SUPPORTIVE AND FUNCTIONAL ENVIRONMENTS

The impact of the environment on a child, young person or work trainees behaviour is a major consideration in the planning of practice. To develop positive and appropriate behaviour, the environment must be both **supportive** and **functional**. A supportive environment relates to the attitudes and actions of the people in the environment. A functional environment relates to the suitability of an environment in meeting a person's need. Responsibility for the environment rests with every member of Little Gate's team and the right to work in a supportive and functional environment is recognised for staff and children/young people/work trainees alike.

A **supportive** environment is characterised by:

- a calm, purposeful working atmosphere
- friendliness
- happy working relationships
- flexibility
- responsiveness to needs
- a caring attitude amongst staff
- tolerance
- optimism and high expectations
- clear and consistent boundaries for acceptable behaviour

A **functional** environment is:

- safe and secure
- tidy, uncluttered and clean
- strongly visual
- labelled appropriately to the child/young person/work trainee's needs
- optimally stimulating
- sufficiently resourced

## **LEGAL FRAMEWORK**

1974 Health and Safety at Work Act

The Children Act 1989 and 2004

Keeping Children Safe in Education (KCSIE) 2023

The Mental Capacity Amendment Act 2019

## **DEFINITION**

We believe that all behaviours are functional and by this we mean that a person behaves in a certain way to have their needs met. When challenging behaviour occurs it is important to identify what the function of behaviour is.

There are four basic functions of behaviour:

- Escape/Avoidance (the behaviour results in an individual getting out of/preventing something from happening)
- Attention (the behaviour results in attention from others)
- Access to tangibles (the behaviour results in access to a preferred activity/item)
- Automatic or sensory (the behaviour results in intrinsic response i.e. it feels good)

We believe that we can best promote positive behaviours by understanding what motivates a child/young person/trainee and what makes them happy. We can then use this to implement the curriculum in a personalised and engaging manner. We can also use this

knowledge for creating a happy, caring environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

## **UNDERSTANDING BEHAVIOURS**

Staff analyse why behaviours might be occurring. We understand the behaviour of someone with SEN or autism will almost always be about a need to communicate. When monitoring behaviour, we record:

- Triggers
- Situation / Antecedents
- Frequency
- Time / place
- Duration
- Severity
- What happened afterwards

Individual ABC charts are used as appropriate. Where some significant or potentially dangerous behaviour has occurred, the staff will complete a behaviour form on CPOM's and report the incident to the Safeguarding DSL and/or CEO. They will provide support and recommendations on strategies to put in place in response to any incidents. See below for 'restraint'.

## **MEASURES NOT IMPLEMENTED AT LITTLE GATE**

We do not use punitive measures to help our children/young people/work trainees learn how best to access, enjoy and benefit from the curriculum. All actions have a natural consequence that allow them to reflect and learn from their choices.

Children/young people/work trainees naturally feel bad or guilty when they make a mistake. There is no need for adults to add to these feelings of shame, guilt or embarrassment by issuing further punishments. Doing so means they stop processing the experience and focuses them on defending against the blame, shame and pain. The team will work with the child/young person/work trainee, highlighting the natural consequences following an incident and the resulting negative impact. This practice allows them to learn responsibility, develop empathy and understand that they need to do things differently in the future. It is our role to model and teach them the skills to be able to do this.

We do not practise the disciplinary methods of shouting at or threatening children/young people/work trainees with sanctions or people.

### ***Restraint***

At Little Gate, we do not routinely use restraint on our beneficiaries, nor do we train our team in any methods of restraint. Our team are trained to carefully assess need at the point of request for a placement. If a child/young person/work trainee's EHCP indicated behaviours that may present a risk to the health and safety of a campus, the initial assessment may also determine that Little Gate cannot meet the behavioural needs and a place may not be offered. We understand that a child/young person/work trainee's needs, and behavioural presentation can change over time, particularly if they are suffering from a deterioration in their mental health. As such, we continually review our ability to meet need and would seek to engage with the child/young person/work trainee, their family and the local authority if it became clear that the educational offer at Little Gate is no longer suitable.

All our team understand they have a safeguarding Duty of Care towards our children/young people/work trainees and, in exceptional circumstances only, may use restraint as a means of preventing serious injury to an individual. After such an incident, the team members and individual involved will make a formal report to the Safeguarding DSL (and possibly the CEO), who will undertake a risk assessment to determine if Little Gate is able to continue to meet the individual's needs. A child/young person will be provided with home learning where practical until this risk assessment has been completed. Examples of the need to use restraint to keep a child/young person/work trainee safe include self-harm, threat of suicide or physical attack on other children, young people, work trainees or staff.

## **TEACHING AND VALUING POSITIVE BEHAVIOUR**

We use a range of positive strategies in behaviour support planning including:

- teaching negotiation skills
- changing and adapting the environment
- increasing structure
- distraction and replacement of a more appropriate behaviour
- planned ignoring
- taking a break
- incentives
- social stories
- contracts

We reinforce desired behaviour in ways which motivate children/young people/work trainees. In addition to the above strategies, we treat our children/young people/work trainees in the following ways in order to help them to achieve their best:

- with patience and respect
- always remember that they have a disability and think differently
- joke with them only when we can be sure that they will understand
- shouting and sarcasm by staff are never permitted
- use consistent strategies and language
- differentiate the level of language used with individuals
- frequent use of praise
- avoid negative words and reinforce positives
- allow supervised time out if children/young people/work trainees are stressed

Supporting Staff complete de-escalation training so they can support children and young people safely and effectively if necessary.

When a child/young person/work trainee disengages from the programme of planned learning, we remain positive, calm and the team will communicate with them to seek to understand and find the quickest way for access and engagement with their learning again.

If a child/young person is upset, the team will seek to understand, reassure and offer "emotional first aid".

Where a child/young person/work trainee is under-active, the team aim to help them stimulate their engagement to reach an optimal state of alertness.

Where a child/young person/work trainee is over-active, the team aim to help them de-escalate to restore a calm alert state.

## **PHASED INDUCTION AND REINTEGRATION PROGRAMMES**

There are occasions when the transfer to a new situation such as Little Gate may be stressful and challenging. It is also the case that other external factors in a child/young

person/work trainee life may impact upon them at any point in their educational or other Little Gate programme. This may manifest itself through behaviours which can challenge. Such behaviours are recognised and respected by staff as a valid form of communication. Through the tutorial/support process, team discussions and risk assessment, it is sometimes recognised that the child/young person/work trainee is communicating that their day or week at Little Gate is longer than the time span they can manage or wish to be there. In consultation with the child/young person/work trainee, parents/carers, other agencies and funding bodies, Little Gate may suggest a phased induction or a reduction in the attended hours in any given day or week. During this time, staff will continue to liaise with the child/young person/work trainee and their parent/carers to support their continued learning experience. A key element of any planned reintegration programme will be the aim to return to the full programme. This will be monitored by the Head of College and the Head of Farm. The pace and scale of a return to full provision is led by individual need.

### **ADJUSTMENTS TO PROVISION AND SUPPORT**

If required, a child/young person/work trainee will have a behaviour support plan which includes individual risk assessments and support to manage challenging behaviour. Individuals are involved in identifying how they wish to be supported in the management of such behaviours. Following a significant incident, individual risk assessments are updated. Changes will subsequently be made to the support that the child/young person/work trainee is receiving in a number of ways, including:

- Staffing levels
- Educational or other Little Gate programme content
- Modified hours
- Investigation of other factors (health, personal issues etc.)

Adjustments made in partnership with a child/young person/work trainee will usually reduce the levels of anxiety or unhappiness which can trigger challenges. However, very occasionally, after all adjustments that can reasonably be made have been made (i.e. within the resources and capacity of Little Gate), a risk assessment may show that the level of risk of harm to the individual or to others is still too high to be considered safe.

In these circumstances, Little Gate may have no alternative but to adjust the programme of provision offered until such time as the level of risk can be brought down to a safe level. The decision to undertake such adjustments will be proposed to the CEO on a safeguarding basis. As this form of adjustment is made on the basis of an urgent risk assessment and subsequent safeguarding decision, it will usually take effect from the next time a young person is due to attend. The CEO will liaise with the child/young person/work trainee, their parents/carers and other agencies, including the Local Authority.

A date will be set for a review meeting, hosted by Little Gate, to which all relevant parties are invited, to ensure joint working by all partners involved. At the review meeting a plan of action will be drawn up to identify what measures can be put in place to make it safe for the child/young person/work trainee to attend Little Gate. This will include identifying, wherever possible, the earliest date a child/young person/work trainee can return, and the support required for that return.

If suitable adjustments cannot be made, a change of placement may be necessary. In such circumstances the child/young person/work trainee and all other parties, including the Local Authority, will be notified during the emergency review meeting, and a change of setting considered.

## **PERSONALISED TIMETABLES TO SUPPORT BEHAVIOUR FOR THOSE ATTENDING THE COLLEGE AND ALTERNATIVE PROVISION**

A personalised timetable will be implemented when significant incidents affect a child/young person accessing their educational programme safely, but not so serious as to warrant removal from Little Gate (as stated above, all efforts will be made to keep the child/young person at Little Gate, so as to support their education, and it will only be in the most severe circumstances or following a repeat of earlier incidents that fixed term or permanent exclusion will be considered).

We will advise parents/carers and the Local Authority of the personalised timetable. This may include children/young people working with increased adult support and reduced contact with their peers until safer ways of working are achieved. On occasions, children/young people may need to take their break or lunchtime at a different time to their peers. They will always have necessary comfort breaks and have access to food and drink as appropriate.

### **A BREAK IN PROVISION**

A break in provision is of short duration (usually between one and three days – five in exceptional circumstances) and may be necessary if an incident is considered so serious that it would not be appropriate to allow the child/young person/work trainee to remain at Little Gate for a period of time. This is equivalent to a fixed term exclusion. Children/young people/work trainees will not be able to attend Little Gate during this time. We will inform parents/carers immediately, or as soon as is practicable, by phone call. Parents/carers are also informed that they have a right to make representations if they wish to challenge the terms of the fixed-term exclusion.

### **CHANGE OF PROVISION**

The decision to recommend a change of provision is a serious one and will never be taken lightly. A recommendation for a change on provision may have a serious impact upon a child/young person's life/work trainee and will only be sought when there is an immediate and persistent risk to the safety/education of others at Little Gate or the individual concerned. There are two main situations in which Change of Provision will be considered:

1. A final, formal step in a concerted process for supporting behaviour following the use of a wide range of other strategies. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent behaviour likely to result in harm to the child/young person/work trainees welfare and/or education, or that of others.
2. Where there are exceptional circumstances and it is not appropriate to implement other strategies, and where it could be appropriate to request a Change of Placement for a first or 'one off' incident. These are likely to be related to significant safeguarding concerns or a significant incident. Before deciding whether to recommend a change of provision the CEO will ensure that:
  - Appropriate investigations have been carried out
  - All evidence available to support the allegations has been collated, considering the Equality and Diversity Policy
  - The child/young person/work trainee has been supported to give their version of events
  - There is no evidence which may indicate that the incident may have been provoked, for example by bullying or by racial or sexual harassment.

If the CEO is satisfied that a change of provision is required Little Gate will inform parents/carers and the Local Authority through the emergency annual review process, indicating that Little Gate can no longer meet the child/young person's needs. If the annual review confirms a change of provision is required, the young person and their family can be supported by East Sussex County Council to identify future provision.

## **DATA PROTECTION**

Little Gate undertakes that all information obtained directly from the subject of any disciplinary proceedings and from all third parties shall be treated in the strictest of confidence and will be used solely for the purposes of the disciplinary proceedings. Any disclosure of personal information shall be made only to those persons directly involved with the disciplinary proceedings.

## **REVIEW OF EXCLUSIONS**

Exclusions, both internal and external, are reviewed not less than half-termly by the CEO and are always reported to the Board of Trustees immediately. Exclusions are reviewed by the CEO and members of the Board at their quarterly meetings.

## **ROLES AND RESPONSIBILITIES**

### **Trustees**

Trustees have:

- Responsibility for ensuring this policy is written, reviewed, remains up to date and does not discriminate against any child/young person by reason of any protected characteristics as set out in the Equality Act 2010, including, but not limited to, ethnicity/national origin, religion, sex, disability, or sexual orientation.
- Receive reports on exclusions and review any complaints about this policy.

### **CEO**

The CEO is responsible for:

- the implementation of this policy and associated procedures, and that they are implemented fairly and consistently
- ensure any changes to this policy are agreed by the Board, published on the website, and communicated to children, young people, parent/carers and staff
- Ensuring a report on any exclusions is provided to trustees
- Staff training in relation to the implementation of this policy and associated procedure and strategies for support and intervention
- Ensuring stakeholders are clear on the expected standards of behaviour by children, young people and work trainees
- Ensuring the Head of College and Head of farm are reviewing the attendance registers on a weekly basis, identifying any areas of concern that have not been actioned.

### **Staff**

Staff are responsible for:

- Reading this policy and keeping up to date with any changes
- Modelling good behaviour



- Following, and ensuring children and young people understand and follow this policy
- Promoting self-discipline
- Implementing this policy fairly and consistently
- Supporting and dealing appropriately with children and young people with challenging behaviour
- Ensuring all incidents are reported and recorded on CPOMS

### Parents/Carers

Parents/carers can help their child by:

- Ensuring they attend Little Gate regularly, are appropriately dressed and equipped, have acceptable behaviour and are aware of the rules and procedures
- Taking an interest in, and helping them with their studies and tasks
- Attending open evenings and celebration events
- Contacting Little Gate where they believe their child is displaying challenging behaviour and working with us to discuss appropriate support and interventions

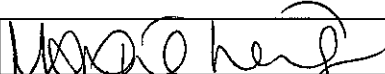

### Children/Young People/Work trainees

Children and young people at Little Gate College; work trainees attending Little Gate other programmes will do their very best by:

- Supporting the values of Little Gate
- Being polite and well behaved
- Showing consideration to others
- Talking to others without shouting, or using abusive or offensive language
- Asking for, and accepting support where needed
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### POLICY REVIEW AND UPDATES

This policy is subject to regular review to ensure that it remains accurate, effective, and aligned with legal and regulatory changes

<b>Signed by trustee</b>			
<b>Signed by CEO</b>			

<b>Reviewed by</b>	<b>Date</b>	<b>Changes made</b>	<b>Next review date</b>
