

Positive Handling

This policy is in accordance with Green Corridor aims, and all other policies at Green Corridor. Particularly those of Equal Opportunities, the policy on Health and Safety.

Definition

Challenging Behaviour may be defined as any behaviour, which is verbally or physically aggressive, disruptive, destructive, or self-injurious. It includes any behaviour, which interferes with learning and may result in an inability to make and/or sustain positive relationships. Staff have a duty of care to follow intervention procedures to prevent a learner from causing harm to a member of staff or another learner or to protect a learner at risk of harming themselves.

Equal access

Learners at Green Corridor have the right;

- To be listened to
- To privacy, confidentiality, dignity, and self-respect.
- To develop independence, personal autonomy, and the right to make informed choices.
- To form relationships
- To be free from any emotional or physical abuse.
- To equality of access to all resources and provision.
- To access a range of appropriate activities according to individual needs and considering age and developmental level.
- To have their religion and cultural beliefs valued and respected.
- To have opinions and to make choices as adults and to have these represented accurately and impartially.

At Green Corridor we aim:

- To support the young person in understanding the consequences of behaviours that challenge and are supporting them to use strategies to prevent reoccurrence
- To assist staff in developing skills to deal with learners' behaviour
- To maintain commitment to staff, support, and communication
- To ensure that all learners are treated in a dignified manner, enabling them to make choices and to have control over their own behaviour wherever possible
- To be clear in our philosophy, to provide a consistent approach and to give staff a procedure to follow to deal effectively with challenging behaviour.
- Challenging behaviour is due several reasons such as a breakdown in communication.
- Staff aim to understand what function the behaviour serves and to support the learners in learning more socially acceptable ways of expressing themselves.
- Behavioural interventions which seek to only control behaviour, rather than understand its meaning is likely to prevent individuals from making the most of their potential.

Factors which may affect learner behaviour

To have a greater understanding of learner behaviour and to effect long-term change, it is important to consider factors, which may affect learner behaviours. (The list is not exhaustive, or in any order)

- Physical needs not met (hunger, thirst, sensory)
- Lack of motivation (intrinsic/extrinsic)
- Communication difficulties
- Learners “stuck” at a developmental level
- The inability to respond appropriately to environmental change (staffing, activity, Pandemics etc)
- Changes in the domestic situation (birth, death, divorce, etc)
- Illness, pain (long/short term)
- Sensory processing difficulties
- Changes in medication
- Onset of puberty
- Ineffective classroom management
- Mental Health and associated conditions
- A combination of any of the above.

Strategies

- Reducing demand and temporarily modifying the timetable
- A consistent approach by staff
- An emphasis on communication
- An emphasis on choice
- Use of appropriate strategies according to individual need
- We are non-confrontational
- Working on strengths
- Building relationships
- Working with parents to create a good home to college communication
- Liaison with multidisciplinary team
- Giving feedback on behaviour
- Setting appropriate targets
- We model appropriate behaviour
- Positive reinforcement
- Positive Behaviour support plan

Restorative approaches to understand behaviour should a learner need physical support to keep themselves or other safe; physical support, in line with Team Teach procedures may be used; If all other strategies had been used first in line with an individualised Positive behaviour support plan and as a final resort and a failure to support could result in injury to the learner, other learners, staff, or significant damage to property; In the best interests of the learner; In the best interests of the learner; the minimum force for the shortest time; to prevent injury, pain and distress; to maintain dignity; reasonable, proportionate, and necessary.

Reporting the use of Physical Intervention

If as a last resort, physical restraint is used, the parent must be informed of the type of intervention and why and how long it was used for. Staff will make every attempt to contact parents to report the use of restraint on the day on which it occurred.

All incidents of challenging behaviour will be reported using Behaviour Watch. This will be done as soon as practical, ideally on the same day and always within 24 hours. Significant challenging behaviour are those that result in a learner needing have a physical intervention. The physical intervention is only applied when a learner is a danger of harm to themselves or others. A physical intervention is a last resort and when all other techniques have been tried to prevent the learner from harming themselves or others.

If a physical intervention has been used, the appropriate sections on Behaviour Watch must be completed. If there has been a physical intervention, then those staff involved will be debriefed and offered support if they felt they would like extra support. If appropriate, staff can access face to face counselling through the EAP (Employee Assistance Programme) app.

Positive Handling plans (PHP's)

Decisions regarding individual behaviour strategies will be discussed in class tutor teams in the first instance, and then communicated to the SLT. Parents/carers will also be consulted, final decisions will be recorded, and a copy placed in the learner's file and in their Learner Information file on Green Corridor's systems. All strategies will be regularly reviewed and discussed at staff/learner update meetings or annual reviews where appropriate.

Where a learner's behaviour becomes more challenging and Green Corridor requires further support, SLT may make a referral to the relevant external agency, taking advice on managing behaviour and if Green Corridor remains the best place for the learner.

Risk assessment

Deprivation of Liberty

Supervision of learners who are all vulnerable young adults is necessary and failure to do so would be in breach of our staff duty of care. It therefore follows that deprivation of liberty must be reasonable, proportionate, and necessary to safeguard these young people. Safeguarding our vulnerable young adults is paramount and at Green Corridor, we have electronic doors which open using an electronic swipe fob. Different areas within the building are accessible only by using the fob system.

To ensure that liberty is safeguarded Green Corridor will plan whenever there are arrangements in place which might foreseeably result in a deprivation of liberty *such as restricting access to certain areas when learner behaviour is causing immediate risk*. Those arrangements will be set out in

detail in Education Healthcare plans (EHCPs) and reviewed annually. Some students may be given access to some fobbed doors. This is based on individual need and suitability.

Dynamic Risk Assessment

In unforeseen circumstances where young people become challenging or pose a risk to themselves or others, staff will make a dynamic risk assessment to identify hazards, assess risk and take appropriate action immediately. This action will always be in the best interests of the student in line with the training, they have received. After an event where staff have made such a dynamic risk assessment, this will then be incorporated into students PHP's and Risk assessments for the management of these incidents in the future.

Professional Development

Opportunities for professional development are available for staff to further develop skills in this area. Staff will receive regular training in managing behaviours and Team Teach.

The purpose of Team-Teach training is to support adults understanding and management of challenging behaviour, by embedding the teaching of physical techniques within a holistic, positive behaviour de-escalation approach, to encourage the promotion of socially acceptable behaviours for all concerned.

Exclusion

As detailed in this policy we will always try a range of strategies to manage behaviour and to seek the causes and triggers where students display challenging behaviour. To assist us in working effectively with young people it is essential that parents/carers disclose the extent of the challenge that their young person presents at point of admission.

If a learner behaves in a way that compromises learner or staff safety to a level which the college considers to be dangerous, we may consider exclusion in exceptional circumstances. Our policy on exclusions is consistent with our legal duties, including the Equality Act 2010. Learners can be excluded from Green Corridor in two ways:

1: Suspension or fixed term exclusion:

- This process will only be used when Health and safety is compromised and where a learner's presence is believed to be a risk to themselves or others or to allow an investigation to take place following a serious incident.

2: Permanent exclusion will be considered exceptionally where:

- Un response to a serious breach or persistent breaches of the Green Corridor behaviour policy; and were allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Links with other policies

This positive handling statement is linked to the code of conduct

Document Control

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Author	Tim Whitelaw
1st Approval	Jo Salsbury
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