

Positive Behaviour Policy and Procedure

(This is Inclusive of Education and Day Services)

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Document Control			
Policy Owner		Head of College	
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V1	Helen Kain	26.05.23	Policy written by Helen Kain. Approved by the Board of Trustees – 28.06.23
V2	Charlie Thorpe & Ian Barker	06/06/24 05/09/24	Policy updated
V3	Helen Kain	06.11.24	Reviewed and changes made. Approved by C & Q Committee – 19.11.24
V4	Helen Kain	25.02.25	Policy updated in light of Leeds Due Diligence feedback
V4	Ian Barker	04.08.25	Reviewed by Ian Barker – no changes.

Positive Behaviour Policy

Summary

This policy outlines the ethos and expectations of Camphill Wakefield regarding student behaviour. It details the interventions used, recording procedures, and how behaviour is managed in alignment with **Positive Behaviour Support (PBS) principles**.

Scope

This policy applies to all individuals while on **Camphill Wakefield premises**, on **industry placements**, and in any situation where they represent Camphill Wakefield.

Aim and Rationale

Camphill Wakefield believes that **emotional, sensory, and psychological regulation** is critical for student success. Our aim is to **understand student behaviour** and implement evidence-based strategies to support their needs while promoting positive engagement. All students at Camphill Wakefield have an **Education Health and Care Plan (EHCP)** and may present behaviours that challenge due to various needs. Staff are guided by **PBS principles** to provide appropriate interventions.

Summary of Expectations

Students are expected to:

- Engage in their learning and contribute positively to activities.
- Allow others to learn without disruption.
- Treat staff, peers, and the public with dignity and respect.
- Adhere to health and safety regulations.
- Attend punctually and regularly.
- Refrain from engaging in illegal activities on or off-site.
- Wear their Camphill Wakefield ID while on campus or participating in activities.

Positive Behaviour Support (PBS)

PBS is a **multicomponent framework** aimed at understanding and reducing behaviours that challenge. It is rooted in:

- **Improving quality of life** through inclusion and participation.
- **Using behavioural analysis** to assess and support students.
- **Applying data-driven decision-making** for interventions.
- **Developing proactive strategies** to prevent escalation.

All behaviour incidents are recorded on **CPOMS**, and data is analysed to:

- Identify behaviour frequency, severity, and duration.
- Understand triggers and social factors influencing behaviour.
- Assess the effectiveness of interventions.
- Adjust PBS plans based on student progress.

Trauma-Informed Approach

Camphill Wakefield integrates **trauma-informed care principles**:

- **Safety** – Creating a physically and emotionally secure environment.
- **Choice & Empowerment** – Encouraging student participation.
- **Trust & Collaboration** – Maintaining reliable, honest interactions.
- **Cultural Consideration** – Respecting diverse backgrounds.

Exclusions

- Exclusion is a last resort after all **reasonable interventions** have been exhausted.
- If exclusion is considered, **Local Authorities and external agencies** will be involved.
- Final exclusion decisions are made by the **Chief Executive Officer** after a thorough review.

Parental Involvement

Camphill Wakefield believes in a **partnership approach** between students, staff, and families. Parents/carers will be contacted when necessary regarding attendance, behaviour, or safeguarding concerns.

Positive Handling and Restrictive Physical Interventions (RPI)

Camphill Wakefield distinguishes between:

- **Non-restrictive interventions** (e.g., guiding a student to a safe space).
- **Restrictive physical interventions (RPI)** (e.g., restraint, escorting a student for safety).

Use of RPI follows strict guidelines:

- Only **reasonable, proportionate, and necessary** force may be used.
- **Minimum force for the shortest time** should be applied.
- **Planned interventions** are documented in PBS plans.
- **Emergency RPIs** are used only in immediate safety threats.
- **All RPIs are recorded on CPOMS** and include witness reports.

Injuries During Restraint

- **First aid** will be administered if a student sustains an injury during restraint.
- If required, **medical support will be sought** to ensure the well-being of the student.
- All instances of **physical intervention** are monitored via **CPOMS** and must include:
 - The **type** of intervention used.
 - The **rationale** for its use.
 - The **duration** of the intervention.
 - The **outcome** of the intervention.

Reporting & Recording

- All RPIs must be **recorded within 24 hours** on CPOMS.
- **Parents/carers are informed** of RPIs via phone call.
- **Staff and student debriefs** are conducted after each RPI.

Confiscation of Prohibited Items

- Any items classified as **drugs, weapons, or contraband** will be confiscated in accordance with the **Further and Higher Education Act 1992**, which grants educational institutions the authority to remove prohibited items.

Training Requirements

- All new student-facing staff must complete a **3-day PMVA (Prevention and Management of Violence and Aggression)** training upon starting their role.
- A **yearly refresher** training session is required for all staff to maintain competency.
- All staff **must follow PBS (Positive Behaviour Support) plans**, which are updated and reviewed following changes in student needs.

- **Staff with lapsed training** are **limited to emergency situations only** and must not engage in planned interventions until training is refreshed.

Police Involvement

- If a criminal act occurs, **the victim has the right to involve the police.**
- Camphill Wakefield may **report incidents** where necessary.
- Police engagement will be managed by **Senior Leadership Team (SLT).**

Duty of Care

Every adult has a **duty of care** towards students, ensuring that known triggers are minimised and planned strategies are in place to mitigate distress. Camphill Wakefield has a duty of care to both students and staff, requiring proactive steps to reduce foreseeable risks and ensure a safe learning environment.

A duty of care is defined as the legal obligation imposed on an individual requiring them to adhere to a standard of reasonable care while performing any acts that could foreseeably harm others.

Compliance with Legal Frameworks

- **Mental Capacity Act (MCA):** Ensuring student autonomy in decision-making.
- **Further and Higher Education Act 1992:** Granting authority to remove prohibited items.
- **Education and Inspections Act 2006:** Governing the use of reasonable force.
- **NICE Guidelines (2015):** Best practices for managing behaviours that challenge.

Review

This policy will be **reviewed annually** by the **Head of College and Therapy Team** and approved by the **Trustee Curriculum & Quality Committee.**

References

- DFE (2018) 'Positive environments where children can flourish: a guide for inspectors about physical intervention and restrictions of liberty'
- DfE (2016) Behaviour and discipline in schools, Advice for Headteacher and school staff
- Brief Functional Assessment Form (Tizard, University of Kent)
- Circular 10/98, "Section 550A of the Education Act 1996: The use of force to control or restrain pupils"
- Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges/NICE/May 2015
- Challenging Behaviour-A Unified Approach/Royal Psychiatrists/British Psychological Society/Royal of Speech and Language Therapists/2007
- Children and Young People (CYPS) Policy, Procedures and Guidance for Dealing with Unacceptable Behaviour and Positive Handling Bristol City Council
- DFES (24th April 2001) Letter to Chief Education Officers on "Promoting Positive handling Strategies for Pupils with Severe Behavioural Difficulties"
- DFES (2002) "Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders".
- DFE (2013) "Use of reasonable force"
- Guidance for Restrictive Physical Interventions: How to Provide Safe Services for People with Learning Disabilities and Autistic Spectrum Disorder/Department of Health/July 2002)
- Harris J, Cornick M, Jefferson A, Mills R (2008) "Physical Interventions: A Policy Framework" Second Edition, BILD
- Motivational Assessment Scale (MAS) (Durrant and Crimmins, 1992).
- Osgood T, Marks B (2002) "Positive Behaviour Support: An information resource for the Subscriber Network
- 'The special educational needs and disability code of practice: 0 to 25 years', Department for Education and Department of Health, 2015
- Positive and Proactive Care: reducing the need for restrictive interventions/Department of Health/April 2014/p.28).

Appendices

- Appendix 1 – Definitions/Glossary

Behaviours that Challenge	Any behaviours that interfere with learning. These behaviours may include non-compliance, passivity, task avoidance, aggression or stereotyped behaviours.
Behaviours of concern	Behaviours of concern can be defined as behaviours that indicate a risk to safety or wellbeing of the people who exhibit them or to others. Unless professionals intervene to prevent such behaviours, therefore, they are likely to affect the communal, social or occupational quality of people involved, and may lead to their rights being restricted.
Discipline	Discipline is the practice of making people obey rules or standards of behaviour and punishing them when they do not.
Duty of care	An important legal term that describes the moral obligation that one has to ensure the safety or well-being of others.
Learning Behaviour	The link between the way children and young people learn, their social knowledge and behaviour. It is about developing positive relationships across the three elements of self, others and the curriculum. Learning Behaviour places as much emphasis on teachers and their relationship with children as it applies to the children themselves.
Learning disability	A reduced intellectual ability which affects someone for their whole life. People with a learning disability tend to take longer to learn and may need support to develop new skills, understand complicated information and interact with other people. (Mencap)
Low-level behaviours of concern	Any behaviour that is generally low in terms of its severity, frequency or intensity.
Makaton	Makaton is a language programme using signs & symbols to help people to communicate. It is designed to support spoken language and the signs & symbols are used with speech, in spoken word order.
Restrictive Physical Intervention (RPI)	The term 'restrictive physical interventions' refers to ' <i>any method of responding to behaviours that challenge which involves some degree of direct physical force to limit or restrict movement or mobility</i> ' Harris et al, 2008
Pica	The persistent eating of substances that have no nutritional value, such as dirt or leaves.
Positive Behaviour Support	An approach that develops strategies for working with our pupils whose behaviour challenges others or limits their learning. It involves a proactive, assessment-based practice which works collaboratively with parents/carers and multi-agency professionals to create an environment which supports best personal performance.
Proactive strategies	Approaches designed to produce changes in behaviour over time, support individual development and minimise the likelihood of a behaviour occurring.

Punishment	Punishment is defined as any unpleasant consequence that occurs following a behaviour that reduces the likelihood of the behaviour occurring again. Punishment in schools focuses on changing a individual's poor behaviour and it is imposed by adult authority. Research shows that punishment has limited effectiveness for 'discipline' and has serious negative side effects.
Reactive strategies	Planned, thought out approaches that aim to stop a behaviour at the time it occurs.
Reasonable force	There is no legal definition of reasonable force. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of behaviours that challenge presented or the consequences it is intending to prevent.
Risk Assessment	The identification and evaluation of the severity of risks dependent upon specific decisions and actions. This judgement is then balanced against an assessment of the likelihood of these risks happening.
Seclusion	A child or young person is forced to spend time alone against their will. The use of seclusion is only permissible in very specific circumstances and may be deemed as a 'restriction of liberty'.
Time away	A term used to describe a pupil who is given a break from an activity or setting because they are beginning to show signs of dysregulation. The sole purpose of time-away is to de-escalate signs of dysregulation before they trigger behaviour that is potentially challenging.
Time out	Restricting an individual's access to all positive reinforcements as part of a behaviour programme. Time out should take place within the classroom environment and pupils should be monitored and observed at all times.
Withdrawal	Removing a pupil from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities.

Mental Capacity Act and Dynamic Risk Assessments

Camphill Wakefield upholds the Mental Capacity Act's principles, ensuring individuals receive support to make their own decisions as much as possible. When an individual lacks capacity for specific decisions, best-interest decision-making involves family, advocates, and professionals where needed. Dynamic risk assessments provide flexibility to adapt to changing circumstances while supporting autonomy and safety.

Alignment with Post-16 Legislation and the Care Act

The policy aligns with post-16 legislation, recognizing requirements unique to individuals in this age group, and adheres to the Care Act, particularly for those in day services. The Care Act's person-centred care focus ensures individuals receive support in well-being, community engagement, and independent living, reflecting Camphill's commitment to tailored, inclusive support.