

DOWNHAM SCHOOL

THE MANAGEMENT OF PUPILS WITH CHALLENGING BEHAVIOUR

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This policy needs to be read in conjunction with the Care and Control policy.

Rationale

Downham as a school recognises that some of its pupils may display behaviours which challenge the staff to find ways of responding appropriately.

In defining challenging behaviour Downham quotes the work of Emerson (1987), who states challenging behaviour to be,

“behaviour of such intensity, frequency, or duration that the physical safety of the person, or others, is placed in serious jeopardy, or behaviour which is likely to seriously limit or deny access to the use of community facilities”.

Challenging behaviours are therefore categorized at Downham into the following:

- aggression to others
- destructiveness
- self-injurious
- disruptive/anti-social/dangerous
- stereotypic/self-stimulatory

Downham School believes that there is often a need for a behavioural approach, to analyse, manage and intervene upon challenging behaviours in order to help pupils within the school who require a special approach. This policy aims to offer a structure for staff to work from, and a source of support, recognising and respecting the needs of pupils, and the needs of the staff in dealing with such situations.

Ethical considerations

Downham School recognises that some pupils could display challenging behaviours because of neuro-chemical imbalances rather than from accumulated environmental experiences. Information obtained from behavioural analysis can, however, provide

useful indications as to when medical intervention is needed in addition to, or instead of a behaviour programme.

Downham School understands that the rights of pupils must be respected, and that the correct procedures outlined in this policy must be followed. Behavioural programmes can then be implemented which are of benefit to pupils in helping them control the difficult behaviours which cause them such distress.

Purposes:

- to assist staff in the identification and analysis of challenging behaviours.
- to describe a whole school approach to managing and reducing challenging behaviours.
- to provide procedures and strategies which support staff in implementing positive behaviour management programmes, and which also fully protect the rights of pupils.

Guidelines

- Parents should be fully consulted about any proposed behaviour management programme.
- Behaviour programmes should be openly discussed, documented and reported on.
- Measurement of progress is very important.
- Behaviour programmes could be formulated with input from relevant professional bodies, e.g. Clinical psychology team, Medical consultants etc. as necessary.
- Where possible behaviour programmes should be discussed with the pupil.
- Good behaviour should be rewarded as often as possible in order to counter-balance and break into a cycle of negative behaviour. It is important to use whatever a pupil finds rewarding and use it to reinforce good behaviour. Refer to Appendix 1A and 1B.

Step five

If the pupil is able he/she should have the programme discussed with him/her so that the pupil is aware of what is expected and ground rules for good behaviour should also be explained and set bearing in mind what that particular pupil finds rewarding.

Step six

Where restrictive physical handling is thought likely in some situations, or has occurred in the past, the following procedures should be used. Restrictive physical handling should only be used to protect a pupil or others.

- Positive things should be planned throughout each day to ensure the pupil has a counter balance.
- A risk statement should be written to assess the uses and difficulties of using a restraint, e.g. what could happen if you did physically hold the pupil to protect him or others? What could happen if you did not?
- A POSITIVE HANDLING PLAN should be written down which includes ways of preventing the pupil, staff and others from injury and which provides the pupil with opportunities to calm down and which attempts to limit confrontation.
- Situations must be recorded and its use/success monitored regularly.

Step seven

All behaviour programmes should be monitored carefully and regularly. The recording sheets contained in the Appendices should be used.

References and Sources of Assistance.

Working with People who have Severe Learning Difficulty and Challenging Behaviour.

A practical handbook on the behavioural approach by Judith McBrien and David Felce,

B.I.M.H. Publications 1992

Learning Disability Services, Dept. of Clinical Psychology, Plymouth.

Pupils with autistic spectrum disorder and severe learning difficulties who may display challenging behaviour can often require a different approach see Appendix 3.

USE OF RESTRICTIVE PHYSICAL INTERVENTIONS

The Legal Context

Section 550A of the Education act 1996 led to Circular 10/98, this document as well as the DES document 'Guidance on the use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Challenging Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders.' Sets out guidelines for the use of reasonable force to control or restrain pupils.

Accepted physical interventions at Downham School.

A calm considered approach to the situation is needed. When circumstances justify staff can:

- Physically interpose between pupils.
- Use holding or guiding.
- Lead by the arm.
- In extreme circumstances, use more restrictive holds consistent with the concept of reasonable force.

Types of incident where the use of force may be necessary

- Action due to imminent risk of injury.
- Action due to imminent risk of significant damage to property.
- Action where a pupil is compromising good order and discipline.

Physical intervention is one strategy available to staff at Downham School. It is always seen as a last resort when all other strategies have failed. Physical interventions can be placed in 2 broad categories:

- **Emergency Interventions:**

Emergency interventions will involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response (for example a child running on to a road).

- **Planned Interventions:**

Planned interventions involve staff employing, where necessary, one or a combination of strategies mentioned in the previous section as an agreed response to an identified behaviour. This will be documented in a Positive Handling Plan and will be reviewed half termly. Permission of parents/guardians will be sought before initiating this as an accepted response. The Positive Handling Plan will list the accepted strategies to be used as well as the strategies that may be used before hand. A risk assessment will also be completed identifying the risks involved in the procedure as well as the risks involved if a planned physical intervention is not used.

Any physical interventions used will need to take account of age, cultural background, gender, stature and medical history of the pupil involved.

Training

Staff will receive ongoing training on behaviour management generally and also for individual children at our regular staff meetings, in addition to weekly class teacher/staff team meetings.

Staff will also receive training in the Team-Teach approach to positive and protective handling strategies. A Foundation Course (6 hours) in this approach for 36 members of staff was held on the 2nd June 2003 with twelve of these completing the Basic Course (12 hours) by undertaking a further training session on the 5th September 2003.

The Foundation course certificate needs to be reviewed and re-certified annually and no later than a period of 36 months from the date of issue for it to remain valid. The Basic course certificate needs to be reviewed and re-certified annually and no later than a period of 24 months from the date of issue for it to remain valid.

A refresher course for those holding the Basic certificate has been planned for the 5th January 2005 and it is anticipated that another Foundation Course will be held later in 2005.

Post Incident Management (Debriefing)

Following an incident where physical interventions are employed, both staff and pupils should be given separate opportunities to talk about what happened in a calm and safe environment. Staff will be debriefed either by a member of the senior management team, head of care or the school nurse and this will be done when all those involved have recovered their composure. The debriefing process is designed to discover exactly what happened and the effects on the participants. They are not used to apportion blame or punish those involved.

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APPENDICES TO THE POLICY ON THE MANAGEMENT OF PUPILS WITH CHALLENGING BEHAVIOUR

- Appendix 1A - Examples of Reinforcers (Rewards)
- 1B - Events which weaken or deter difficult behaviours.
- 1C - Using a behaviour itself as a reinforcer.
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- Appendix 2A - Interventions to use when behaviour function is positive reinforcement, e.g. attention seeking.
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- Appendix 2B - Interventions to use when negative reinforcement is the function of the behaviour e.g. demand/person avoidance.
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- Appendix 2C - Interventions to use when the function of the behaviour is sensory reinforcement.
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- Appendix 3 Challenging behaviour and pupils with Autistic Spectrum Disorder and Severe Learning Difficulties.

APPENDICES TO THE POLICY ON THE MANAGEMENT OF PUPILS WITH CHALLENGING BEHAVIOUR

Appendix 1A Examples of Reinforcers to use as rewards for good behaviour.

Examples of Reinforcers:

- | | | |
|--------------|---|---|
| Social | - | attention/praise |
| Material | - | food/drink, own possessions |
| Activity | - | a favourite activity |
| Sensory | - | any sensory activity, e.g. swing, warmth etc. |
| Intellectual | - | a puzzle, particular work, star system |

Appendix 1B Examples of Events which can weaken a difficult behaviour or reduce the probability of it.

- | | | |
|----------|---|---|
| Social | - | a firm word, a look, no attention/ eye contact |
| Material | - | waiting for drink after peers have finished, etc. |

Appendix 1C Using a behaviour itself as a reinforcer

Premack Principle

This involves using the behaviour itself as the reinforcer, e.g. intervening and arranging for the behaviour to take place for a brief time after the pupil had carried out a desired activity/action. This can be very useful with pupils who do not find other things rewarding.

Appendix 2

2A Interventions to use when the function of the behaviour is positive reinforcement e.g. attention seeking.

- i) Differential Reinforcement for Other Behaviour
e.g. - the person receives attention for anything which is not the inappropriate behaviour.

- ii) Differential Reinforcement of Incompatible Behaviour

e.g. - the person receives attention when not displaying the inappropriate behaviour but when displaying another behaviour appropriate to the situation.

iii) Extinction
e.g. - most common use is ignoring an attention seeking behaviour, or a demand for more of something, e.g. food

- extinction should not be used in situations where there is anger to others, or to the pupil himself/herself.

- extinction can initially mean that a challenging behaviour increases for a short time.

- the commitment to carry it out has to be strong inconsistency can increase the bad behaviour.

iv) Time out from Positive reinforcement

e.g. - This is a punishment technique. It denies a person their reinforcer for a period of time. Time out can be refusal to give eye contact to separation from the group. If negative reinforcement or sensory reinforcers maintain behaviour, Time Out should not be used.
a Time Out should be regulated, e.g. specified time and planned into a programme - with positive reinforcement for good behaviour accompanying it.

2B Interventions to use when negative reinforcement is the function of the behaviour, e.g. demand/person avoidance

i) Compliance Training

e.g. - to provide a programme which allows pupil to start with co-operation for things they can easily do ... prompt co-operation throughout and reward each step.

2C Interventions to use when the function of the behaviour is sensory reinforcement

These behaviours are mostly stereotype or self-injurious.

i) It is important to search for other means of reinforcement for pupils who find self-injury or self-stimulation rewarding, and attempt to substitute those. Or to manage the behaviour, e.g. protect the child from head banging etc. so as to reduce it or cover a surface which gives a pupil sensory feedback when he/she taps it etc.

3 Challenging Behaviour and Pupils with Autistic Spectrum Disorder and Severe Learning Difficulties

In the school there are a number of pupils with Autistic Spectrum Disorders and severe learning difficulties. It is important to identify the specific needs of these pupils in any discussion about the management of challenging behaviour throughout the school. Those pupils with ASD who require a different educational intervention to those offered in the rest of the school, are placed in a class using the Teacch approach. The Teacch structure aims to reduce the anxieties of the pupils by giving them information in a visual form e.g. photos or symbols. This enables these pupils;

- to understand their timetable
- to know where to access their work tasks
- to know how much work they have to do and when it is finished
- to clearly recognize where they sit and work for different activities
- to have their own clearly defined space within the classroom

Pupils with Autistic Spectrum Disorders may display challenging behaviours as a result of any or all of the following:

- extreme anxieties and insecurities about situations
- extreme anxieties about demands or expectations placed upon them
- obsessional behaviours being interrupted, intervened upon or misunderstood.
- exposure to a phobia

Any of the above could result in distress which causes the pupil to injure themselves or to act aggressively towards another person.

Pupils with Autistic Spectrum Disorders need to be taught coping strategies, and require consistent management as part of any long term behavioural intervention. In addition pupils with ASD will require a behavioural plan which states how to prevent challenging behaviour occurring and how to minimize distress if it should occur.

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BEHAVIOUR MANAGEMENT RECORDING SHEET

Name of Pupil	Age/Class
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Programme Co-ordinator	
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Description of Challenging Behaviour to be observed and worked upon

Step one

Consultation with	
tick and record any relevant comments	
H.teacher/Sen. Management Team	
Parents	
Staff	
Psychology team	
Other Professions	

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BEHAVIOUR MANAGEMENT RECORDING SHEET

Name of Pupil	
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Step two

Observation Summary Sheet

Settings	
Triggers	
Actions	
Results	

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BEHAVIOUR MANAGEMENT RECORDING SHEET

Name of Pupil	
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Step three

Function of Challenging Behaviour

Attention seeking	
Self-stimulatory	
Demand avoidance	
Person avoidance	
Obsessional behaviour or interruption of obsessional behaviour	

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BEHAVIOUR MANAGEMENT RECORDING SHEET

Name of Pupil	
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Step four

A description of the intervention strategy chosen.

Step five

Is the pupil able to understand/participate in this programme? YES/NO

Step six

See separate recording sheet if physical restraint for protection maybe necessary.

Step seven

A description of how and when the behaviour intervention programme will be reviewed.

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BEHAVIOUR MANAGEMENT RECORDING SHEET

Step six

POSITIVE HANDLING PLAN

Physical intervention is only used at Downham where and when a pupil puts his/her own safety at risk or the safety of other pupils, or staff. The following procedures should be followed as soon as possible.

- a) a risk statement produced.
- b) a positive handling plan produced with clear guidelines of when, where and how physical restraint may need to be used.
- c) a consultation process followed with staff, parents and relevant professionals, e.g. clinical psychologists.
- d) a monitoring and evaluation system set up.

Name of Pupil	
Age	
Class	

Behaviours/situations which may or have produced extreme reactions.

Risk Statement (including a description of what could happen if you did use positive physical intervention, and what could happen if you did not).

Positive Handling Plan (including ways of preventing the pupil, staff and others from injury and which provides the pupil with opportunities to calm down and which attempts to limit confrontation).

- i) Position of Staff from which to intervene:

- ii) How child/pupil is held:

- iii) Instructions/language used by adult:

- iv) Length of time pupil held/way of releasing hold.

- v) Follow up action to settle situation.

Positive interventions planned in the pupils programme.

Consultation Process.

Review date and process.

Parent's signature.
 or statement about how parents have been informed and consulted with over physical restraint procedures.

I _____ have read and understood this

policy document.

Signed _____

Date _____