



Promoting Positive Behaviour Policy

The Green Routes philosophy is to offer students an environment which is safe secure and gives everyone a sense of individual well-being. The welfare of the students is of the utmost importance at Green Routes and all our care and control measures acknowledge and preserve the dignity of the individual.

Many students, particularly those who cannot communicate verbally, often indicate how they are feeling by their behaviour. Volunteers and staff can interpret this and rectify many situations by using observation and interpretation skills and the understanding they have developed of individual students.

Promoting Positive Behaviour

All staff/volunteers can contribute to promoting positive behaviour by letting the students know they are valued and respected.

There are many factors that can affect behaviour, and staff/volunteers should consider:

Guiding Principles: -

1. Staff/volunteers use positive rather than negative approaches; these approaches are based on praise, encouragement and reward rather than sanction and punishment
2. Staff/volunteers actively promote student responsibility and self esteem
3. Staff/volunteers have positive attitudes and behave in positive ways; for example, aspects such as body language are important
4. Staff/volunteers share approaches that work (see also Green Routes Policy on Learning and Development)
5. Consistent approaches are used both by individual staff/volunteers and between staff/volunteers
6. Approaches that are used are appropriate to the individual student
7. Approaches that are used are understood by the individual student
8. The curriculum is important; learning activities and learning materials are appropriate to the needs and abilities of individual students
9. Learning activities are planned and structured, but involve students through processes such as flexibility and choice

10. Integrating the management of challenging behaviour is integrated into the overall ethos of managing positive behaviour by emphasising that:

- i. It is important that students understand that there are various consequences resulting from inappropriate behaviour, including the impact on others
- ii. The ways of dealing with inappropriate behaviour should be appropriate and graduated
- iii. The ways of dealing with inappropriate behaviour should be aimed not at punishing that behaviour but changing it

- **The Physical Environment: -**

1. Is it too hot or too cold?
2. Is there enough space?
3. Are there quiet areas for those that need them?
4. Food? - the student may have an allergic reaction to or may simply dislike

- **The Social Environment: -**

1. Do we speak to our students in a respectful manner?
2. How do the students relate to each other?

- **The student: -**

Try to understand why the student is behaving in an inappropriate way; for example, is it because of:

1. Feeling unwell?
2. Built-up anger?
3. Frustration or fear?
4. Desire for attention?
5. Boredom?
6. Feeling out of control?
7. Not able to get something that they want?
8. Tiredness or hunger?
9. Inability to calmly discuss emotions?

Managing Challenging Behaviour



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There inevitably will be situations where challenging behaviour occurs. These situations should be managed by applying the guiding principles of promoting positive behaviour. In managing challenging behaviour, the behaviour needs to be separated from the person. We still respect the person as a human being with dignity and rights, but do not condone the behaviour.

Violent incidents or extreme behaviour at Green Routes are very rare, but when they do happen procedures are in place for dealing with them. If staff/volunteers are asked to work with a student who is known to present challenging behaviour additional information should be given to the staff/volunteers involved. This will take the form of additional briefing including possible triggers, behaviour displayed and strategies to deal with those behaviours.

In situations where behaviours repeatedly prove to be dangerous to self and/or others, and where management using the procedures outlined below proves unsuccessful, the person may be asked to leave Green Routes

Challenging behaviours are-

1. Unacceptable behaviours because of the person's age and maturity
2. Dangerous to self and others
3. Stressful to other people
4. Damaging to the student's personal and social development

Procedure

Everyone must adhere to the SSSC Codes of Practice and has a responsibility to respect and preserve human dignity – their own and other people's.

When dealing with challenging behaviour, punishment is not the paramount consideration. The aim is to change attitudes and behaviour, both short and long-term, in as sensitive and dignified a manner as possible.

When managing challenging behaviour, the following are NOT acceptable procedures:-

1. Mocking/name calling/talking in a derogatory manner/belittling
2. Corporal punishment – hitting, slapping, throwing objects, squeezing or rough handling (pushing/pulling).
3. Withholding food, refusing a meal.
4. Partial or total removal of clothing, or enforced wearing of unusual or inappropriate clothing.
5. Detention in a locked room, especially solitary confinement. If temporary exclusion is appropriate, the student must be supervised by a member of staff at all times.
6. Demanding money as a fine and other personal/financial penalty, except as payment for damage to property (see d below). The imposition of monetary fines out with courts is illegal in Scotland.



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7. Intimate personal i.e., “body” searches. Clothing may be searched if appropriate and must always be done with two senior members of staff present. Both members of staff must be of the same sex as the student.

When managing challenging behaviour, sanctions are permissible if they are legal and appropriate to the unacceptable behaviour. They must also be relevant to the student’s age, enforceable, realistic and instituted immediately after the challenging behaviour ceases. They must also be consistent and reviewed regularly.

Permissible sanctions:

1. Verbal reprimand.
2. Increased supervision.
3. Temporarily restricting movement within the building or the grounds at Green Routes, but NOT imprisonment in any sense.
4. Reparation payments. A student may be required to pay for damage to other students’ or Community property.

Challenging behaviour can often be helped by so-called “positive reinforcement”, i.e., developing a system of rewards and privileges when behaviour is good. Rewards must be fair and achievable.

Physical intervention

Routine strategies never include the use of physical intervention. Very occasionally in extreme circumstances physical intervention can be justified.

Definition

Physical intervention can be defined as “actually laying hands on or declaring a clear intention to lay hands on a person to prevent or stop them doing something which is likely to cause them or others harm”.

Physical intervention must be: -

1. Justified.
2. Unavoidable.
3. For as short a time as possible.

Physical intervention might involve staff:

1. Physically interposing between students
2. Blocking a student’s path
3. Holding in appropriate ways if they have had the appropriate training

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4. In extreme circumstances using more restrictive holds if they have had the appropriate training

Do not expose yourself to danger when you can avoid it. You have a responsibility to protect yourself.

In all cases where physical intervention is used a written report must be made. In particular records would need to indicate:

1. What danger was perceived by the staff involved
2. The means, other than, that were attempted or were found to be insufficient
3. A description of the action taken and why

Reports, incident forms, updating of information records and further discussion are all essential, enabling all staff/volunteers and students/support staff/parents to build a clearer picture of the student's behaviour thus allowing staff/volunteers to be better prepared and have a greater understanding of possible triggers and resolution techniques that could be used or have worked

It is important for students to be made aware that physical intervention is a non-punitive measure, solely used to prevent them harming themselves or other people

Only as a last resort should physical intervention be used. Physical intervention should never be used as a means of ensuring compliance with staff instructions when there is no risk to people.

A helpful check list

1. Stay Calm
2. Get assistance
3. Get all other students away from the area
4. Be aware of surroundings; try to clear the area of obstacles and sharp objects.
5. Keep talking, explaining what you are doing, why you are doing it and what you would like the student to do.

Date/signature as adopted by Board of Trustees:

30/07/2015 _____

Date/signature as reviewed by Board of Trustees:

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