



Glenwood Residential Special School

Positive approach to Behaviour Management at Glenwood and The Glen

November 2021

Our Philosophy

Everything a young person presents to us is a key to what their next learning should be;

Everything a young person presents to us is an important communication about how they feel, what they find enjoyable or distressing or what they would like to happen next;

At Glenwood we prioritise supporting young people to demonstrate their unique value, so their behaviours allow them access to an ever-widening world of opportunity and experiences;

We believe that supporting young people to develop positive behaviour that enhances their life is an element of our core purpose;

Any expectations we form are linked to a positive gain for that young person and must make sense within the bigger picture of their life.

Our Aim for Learners

We place importance on our young people learning there is a point to behaving well and there is a positive gain/benefit for them in a wider context. Our aim is to promote beneficial behaviour not solely within school but beyond. Our investment with the young people is based on 'behaviour for life'.

To be successful our young people will be equipped with the skills to be a successful part of the wider world; both within the Glenwood family and beyond.

We prioritise the development of learner's skills to communicate a feeling, preference or concern; also to be able to manage change or tolerate a situation which is difficult for them;

We strive to make it easier for them to enjoy a fuller life in a world that they can play a full and vibrant role in. Learning alongside their peers, understanding something of what others need and enjoying their company is a big part of this.

Our Role on the Journey – Staff Responsibilities

It is always the adult's responsibility to make changes to support young people according to what is safest, wisest and most appropriate for each individual. Staff are equipped to fulfil this role because of timely training, the advice of 'go to' people for guidance and because of our approach (across Glenwood and The Glen) through Personal Support Strategies for each individual.

Regarding our learners, their respect, trust and engagement is ours to gain. We strive to create an environment in which learners be certain that they receive a response they can trust in.

Adults must know what makes a difference for each learner and seeking the views of others is a clear expectation in a setting where there are 'many voices' around each young person. It is the adult's responsibility to know, understand and be consistent

Any decision making relating to behaviour is always grounded in curricular which means we are always considering a young person's wider learning and what we are aiming to achieve with them and for their future life. We refer to our 'Curriculum Whys' document to remind us of our aspirations for every learner.

The level of challenge we offer any young person must be in line with what they can manage well; this may involve temporarily reducing curricular demands until we can have a graduated approach to reinstating and growing the formative challenge up once more.

Initial strategies are stepping stones towards longer-term support strategies and should be constantly rethought in line with the young person's learning and priorities in life.

Working in Partnership with Families –

We work closely with families so that we have, between us, a shared knowledge and understanding of what a young person enjoys and prefers in addition to important dialogue about how that learner copes in a variety of situations which they may find challenging. In addition to diarised Learning Conversations, Multi-Disciplinary Meetings and Annual Review meetings we have an expectation that teachers will make frequent and regular contact with home so that support and understanding across both settings (and The Glen when there is a residential element to the curriculum). Often when there are multiple settings and providers around one young person reflective conversations are actively sought so that learning is generalised.

Recording Analysis and Decision Making -

We keep timely and reflective records on Incident Reports which we then calibrate with other pertinent information about each learner on RecordMy. We analyse incidents carefully to see where we can make improvements around that young person's experience and outcomes. We also use this analysis to ensure staff have an opportunity to reflect, plan, ask for support and improve practice.

Where we make decisions around a strategy for a young person we place this information on their Personal Support Strategy (PSS) document and this is how we support others to understand what is acceptable around each individual and where they are on their journey.

For each young person, especially where incident reports are generated we positively encourage and plan for reflective and thoughtful input from a range of professionals and the family. This could be at our weekly scrutiny of incidents, our regular collaboration with Social Care and specialist EWMHS teams

Essex Steps –

To ensure our philosophy values and practice improves confidence and safety and that we are well organised and underpinned with a robust level of understanding and skills Glenwood adopts The Essex Steps Approach;

The Essex Steps approach is fundamentally supportive graduated response centred on the Therapeutic Management of Behaviour and is aligned to the way in which we support learners and care and protect our staff.

STEP ON is our therapeutic approach to working with behaviour. Essex Steps puts the emphasis on understanding behaviour rather than punishing it. In addition, we seek to explain rather than excuse difficult and dangerous behaviour. We learn how to de-escalate a situation before a crisis happens. Where a crisis does happen, we adopt methods to reduce the risk of harm.

The programme is designed to provide highly reflective understanding and training in the management of behaviour and the prevention of behaviour from escalating. It includes ethical restrictive physical intervention (restraint) training called STEP UP which is seen as a last resort and only as a next step to the STEP ON.

Glenwood has invested in the training of 12 tutors across Glenwood and The Glen so that there is always a 'go to' person in every corridor and the residential who can provide advice and guidance which is both best practice but also considers with unique learner and context.

The Essex Steps Tutors meet regularly to:

- Bring 'live examples' of our advice and guidance to the group for discussion/support
- Draw together what we have noticed along our corridors in terms of general practice and solutions
- Focus on specific preventive and reactive strategies and practice (including physical and restrictive physical interventions) to ensure quality of delivery.
- Discuss the specific use of the Steps flowchart and tools, such as Anxiety Mapping and Roots and Fruits, for analysis, understanding and planning.

Other priorities for tutors:

- To try and grow the culture of accepting (kindly given) advice in the right spirit and taking on well-meant critique.
- To ensure staff do as much as they can within our system 'go to people' 'mind around' in addition to referral to a Steps Tutor.
- To ensure our policy is regularly reviewed and updated to reflect our beliefs and practice.

Physical Intervention and Restrictive Physical Intervention – (ref appendices)

Accredited Essex Steps tutors within Glenwood deliver initial training in Essex STEP ON to all and then regularly refresh training as prescribed by the verified programme.

All staff will focus on the de-escalation and preventative strategies rather than reactive strategies.

All staff will use their in-depth knowledge of the young person and the school philosophy; they will use positive language, limited choices, distraction and diversion.

Then depending on the needs of the individual learner on their unique strategy, they may be guided away from potentially difficult or dangerous situations.

Where PI or RPI are a carefully considered element of a young person's Personal Support Strategy there is bespoke training around the needs of relevant staff. The appendix to this document lists the approved interventions staff are trained to us.

Physical interventions are always carried out as a supportive strategy, not only addressing immediate risks and dangers but *taking into account what each individual young person needs in order to feel safe and protected both emotionally and physically.*

References

Reducing the Need for Restraint and Restrictive Intervention,– June 2019

Equality Act (2010)

Use of Reasonable Force: Advice for Head Teachers (July 2013)

Behaviour and Discipline in Schools (Jan 2016)

Essex Steps Training material (November 2021)

PI and RPI used at Glenwood and The Glen as it appears on our Incident Forms:

Please highlight as appropriate:

<u>Restrictive Physical Intervention (RPI):</u>	By whom?	How long?
<ul style="list-style-type: none"> • <u>RPI to move</u> (<i>Escort the learner who was unwilling/needed to move</i>) • <u>RPI to hold</u> (<i>reasonable force was used to hold</i>) 		
Elbow Tuck – Figure of 4		
Elbow Tuck – Lone worker		
Elbow Tuck – Rescue shape		
Elbow Tuck – Dead Weight		
Elbow Tuck – Braced		

Is this listed in the individual's PSS? *Yes/No (to be actioned)*

Was it unplanned/emergency intervention (Not in PSS)? *Yes/No*

<u>Physical Intervention (PI)</u>	
<u>PI</u> (<i>To prevent injury to others</i>)	
Open mitten guide – to protect	
Open mitten guide – to escort	
Fix and stabilise – grabs/clothing pulls	
Fix and stabilise - bites	
Protective stance – personal safety	

Steps Flowchart for Analysis, Understanding and Planning

