Behaviour Policy

Document Control

Initial purpose and scope of the new policy/procedure agreed by:	Resicare Alliance Ltd
Technical review carried out:	SMT
Final quality check carried out:	Chris Brown
Date implemented:	01.03.25
Version Number:	1
Date of the next review:	01.03.26
Department responsible:	Education
Job Title of Lead Person:	Chris Brown (Head of Education)

Behaviour Policy – Ladybird Manor

1. Purpose

This policy outlines Ladybird Manor's approach to behaviour for learners with Severe Learning Difficulties (SLD) across Key Stages 1–4. Behaviour is understood as a form of communication, not a primary function. Our aim is to create a safe, supportive environment where learners can express themselves and develop positive strategies for communication and self-regulation.

2. Principles

- Behaviour is **communicative** and reflects unmet needs, sensory processing differences, or emotional states.
- Responses are **proactive**, **preventative**, and **restorative**, never punitive.
- All strategies respect **dignity**, **rights**, and **safeguarding principles**.
- Behaviour support is embedded within the **Equals Semi-Formal Pathway** and linked to EHCP outcomes.

3. Aims

- Promote positive behaviour through structured routines and clear expectations.
- Reduce anxiety and behaviours that challenge by:
    - Providing predictable environments
    - Using personalised communication systems (AAC, Makaton, visuals)
- Teach alternative skills for communication and self-regulation.

4. Core Strategies

- **Positive Behaviour Support (PBS)**:
    - Individual PBS plans for learners with identified needs.
    - Functional Behaviour Assessments to identify triggers and functions of behaviour.
    - Strategies include proactive environmental adjustments, teaching replacement behaviours, and reinforcement.
- **Communication First**:
    - Ensure learners have access to AAC, Makaton, and visual supports.
- **Sensory Regulation**:
    - Provide sensory breaks, calming spaces, and personalised sensory diets.

- **Consistency**:
  - Shared language and routines across staff teams.

5. Behaviour Expectations

- Expectations are **individualised** and linked to EHCP outcomes.
- Visual supports (Now/Next boards, social stories) clarify expectations.
- Positive reinforcement through praise, token systems, or preferred activities.

6. Responses to Behaviour

- **Low-Level**:
  - Redirect, offer choices, use calming strategies.
- **Escalation**:
  - Remove triggers, provide safe space, follow de-escalation scripts.
- **Post-Incident**:
  - Reflective practice, restorative conversation (adapted for SLD), update PBS plan.

7. Physical Intervention

- Used **only as a last resort** when:
  - There is an immediate risk of harm to the learner or others.
  - All de-escalation strategies have been exhausted.
- **PRICE Training**:
  - All staff trained in PRICE (Protecting Rights in a Caring Environment).
  - Interventions are proportionate, necessary, and recorded.
- **Post-Incident Review**:
  - Debrief with staff and learner (where appropriate).
  - Update PBS plan and risk assessment.

8. Recording & Monitoring

- All incidents logged in **Evidence for Learning**.
- Progress tracked against:
  - **Semi-Formal Pathway learning intentions**
  - **EHCP outcomes**
  - **MAPP dimensions** (Prompting, Fluency, Maintenance, Generalisation)
- Regular review of PBS plans with multidisciplinary input.

9. Staff Training

- Mandatory training in:
    - Positive Behaviour Support
    - Communication strategies
    - Sensory regulation
    - PRICE physical intervention
    - Safeguarding and dignity in care

10. Links to Curriculum

- Behaviour teaching embedded in:
    - **My Communication** (social interaction)
    - **My Independence** (self-regulation)
    - **PSHE** (emotional wellbeing, relationships)

11. Partnership with Families

- Collaborative approach with parents/carers.
- Share strategies and progress through regular communication and reviews.