



**PROMOTING POSITIVE
BEHAVIOUR AND AN
EMPOWERING
ENVIRONMENT
POLICY**

FEBRUARY 2025



PROMOTING POSITIVE BEHAVIOUR AND AN EMPOWERING ENVIRONMENT POLICY

MovementWorks® is a charitable organisation providing unique education through dance opportunities for children of all abilities, adults with learning disabilities and their families and carers.

This framework aims to provide a guiding set of principles for all participants (both children and adult students) and includes guidance for staff, volunteers, and parents/carers to order to ensure a safe, fun and supportive environment during all our classes and workshops.

Principles

MovementWorks® follows the social model of disability which considers that our perspectives of disability are framed by the way society is organised rather than by a person's impairment or difference. Our policies are underpinned by this belief, in line with the Equality Act 2010, which requires organisations to make reasonable adjustments to ensure accessibility and inclusion and as such:

- Our approaches to promoting positive behaviour and an empowering environment will always be person centric. We recognise that every person has unique needs and requires an individualised approach to meet those needs.
- Our approach to supporting positive behaviour and creating an enabling environment will be based on an understanding that our class participants may have a range of physical and learning disabilities which affect their understanding and behaviour. As such, our focus will always be on ensuring that our staff, volunteers, parents/carers all understand and can recognise that there are underlying reasons for the way students behave and respond.
- We understand that behaviours are a form of communication and will use approaches informed by Positive Behaviour Support (PBS), as recommended by the Department of Health's 'Positive and Proactive Care' guidance (2014). We aim to explore how to best to assist students in our classes by working collaboratively with the children and adult student participants as well as with support staff and families/ carers.
- We recognise that some aspects of our classes can be challenging ; we use evidenced-based techniques and tools to support development and learning in those sessions.
- We aim to make the sessions empowering for students and we understand that some approaches, techniques and tools used may be different from those experienced by students in other contexts and environments. Examples include support staff being active participants i.e. modelling for students rather than offering direct physical support or verbal prompting. We therefore ask that those supporting the sessions be guided by the MovementWorks® practitioner as to what is appropriate in order to support optimal learning outcomes.
- We have a code of practice which we ask all students, support staff, volunteers, parents/carers to follow to promote positive behaviour and an empowering environment.

MovementWorks® Code of Practice

Our classes are open to all and are fully inclusive regardless of ability, in line with the SEND Code of Practice (2015) and the Equality Act 2010. We welcome both disabled and non-disabled people. We



recognise that all students in our classes have different needs which will affect their approach and behaviour. Our code is therefore not a set of rules but guiding principles to help everyone to support each other in our sessions.

We encourage and support students to:

- be kind
- be attentive to each other
- be helpful
- be respectful of each other's differences

Partner Organisations, Parents/Carers are expected:

- **To share relevant information** with MovementWorks® about the needs of the students and any behaviours they have that may be considered challenging. This is to enable us to provide the best support possible, in accordance with safeguarding responsibilities outlined in 'Working Together to Safeguard Children' (2018, updated 2023), to ensure students get the most out of their MovementWorks® sessions
- **Be responsible for the student.** It is not possible for us to assess and take responsibility for all the health issues, needs, and limitations of all the students. Therefore, a parent/carer is required to stay on the premises and supervise their child during community classes. Whilst we endeavour to maintain a safe and fun environment, individual responsibility must stay with the parent/carer in community classes in order to safeguard both the children and the future of the facility for everyone
- **Be responsive to student behaviour.** MovementWorks® is not a specialist disability service and our volunteers, and the majority of staff are not trained in physical intervention. In our community classes, if an incident occurs where physical intervention is required, it will be the responsibility of the child's parent/carer to respond quickly and appropriately
- **Respect the views of others.** Whether it be practitioners, staff, parents, or volunteers, we expect everyone to listen to each other's views and be polite to each other
- **To discuss any safeguarding or behavioural concerns** with MovementWorks® Founder and Director, Ali Golding. Please never allow allegations to go unreported.

MovementWorks® teaching staff and volunteers are expected:

- **To understand they are a role model** for the children and adults in our classes and to demonstrate approaches which encourage positive behaviour, for example, avoiding negative or ambiguous comments
- **To create an open and supportive environment** which encourages the sharing of tips and advice for promoting positive behaviour
- **To take a collaborative approach to promoting positive behaviour** by working with support staff, parents/carers to identify strategies that support all students in our classes
- **To listen to and respect** all children, young people, and adults at all times
- **To treat everyone fairly and without prejudice or discrimination**
- **To respond to behaviours of concern in a calm and controlled manner**



The way we promote positive behaviour

MovementWorks® classes are open to all. We work with a diverse range of children, young people and adults, including but not limited to people who are visually impaired, have autism and/or related differences, cerebral palsy, Down's Syndrome and other complex needs.

Staff and volunteer training

MovementWorks® provides inclusive educational dance classes; we are committed to continuous learning in inclusive practice and work collaboratively with families to ensure all participants receive the support they need but we are not a specialist disability service. Therefore, our teaching staff and volunteers are not disability experts but they do receive inclusive practice training relevant to their roles (see below). Lead teachers also receive First Aid Training.

All MovementWorks® teaching staff take part in yearly training which covers topics including safeguarding, inclusive dance techniques, language and communication techniques and strategies for promoting positive behaviour.

Volunteers must participate in induction training before starting to support in a class. Training covers key elements of our practice including modelling, communication techniques and safeguarding.

Positive Behaviour Support (PBS) techniques and strategies

MovementWorks® teaching staff are trained to use a variety of sensory tools, aids and communication techniques to support student engagement in a positive manner. Techniques include:

- **Recognising achievements** – we place significant value on recognising any element of effort or achievement, however small, from a participant. Our teachers know the importance of giving praise for trying as well as achieving
- **Reinforcing positive behaviour** - we always reinforce positive behaviour and celebrate even the smallest of achievements. To support this ethos, we use positive behaviour support where a student's effort is recognised and students may be rewarded for achieving tasks that they find hard during the session, for example, managing to sit in the circle for 5 minutes
- **Repetition and structure** – MovementWorks® classes are structured to enable the participants to become familiar with the session, activities, and expectations
- **Communication** – all our teachers and volunteers understand the importance of clear communication and using clear limited words and visual support techniques to facilitate understanding
- **Time** - for some, the length of a session may be too much so this may be adapted to suit the needs of each group/individual

The way we approach behaviour that challenges

We are committed to providing inclusive sessions and have a duty of care to protect and keep safe all student participants, teaching staff, volunteers and parents/carers.

It is important to set some boundaries regarding what everyone should expect from a session in order to create a safe, enjoyable environment in which there are consequences to actions.



We like to establish an agreement with the group where the expectations are discussed and agreed together. (See Example Group Agreement in Appendix A)

This will include, for example:

- We will not hurt others
- We will stay in the room unless escorted out
- We will not allow anything that is unsafe
- We will ask for the bathroom
- We will include everyone

We are committed to creating an environment which supports positive behaviour but recognise that the participants in our classes have a range of physical and learning disabilities which affect their behaviour and incidents of concerning behaviour may occur.

Concerning behaviour may include:

- Aggression – hitting, biting, kicking, spitting etc.
- Frustration – self-injurious
- Disruptive or destructive behaviour

Staff will use proactive strategies to support students before behaviour escalates.

When a child or adult demonstrates behaviours that challenge their own or other participants' experience, the following steps will be taken:

- They will be given up to three warnings
- Then they may be asked to take a break for 5 minutes or until they are ready to behave sufficiently well to join in
- After the break, if they receive another warning, they may not be allowed to join in for the rest of the session

If the behaviours do not present harm or risk to the individual, others or property, MovementWorks® staff will firstly use distraction techniques or other separation interventions. Supporting staff, volunteers, parent/carers will observe the behaviour with a view to understanding how best to support the student during lessons.

In all cases, Ali Golding, MovementWorks® Founder and Director, will discuss any strategies for supporting positive behaviour and managing the behaviour presented. These strategies will be then discussed with the relevant staff, volunteers, parent/carers. Advice may be sought from external specialists or professionals who support our work.

If the behaviour presents harm or risk to the individual, others or property, action will be taken as quickly as possible in response to the behaviour. If an incident occurs where physical intervention is required, it will be the responsibility of the support staff at the venue or the parent/carer to respond quickly and appropriately. Restrictive physical intervention should only be carried out by trained staff. Only in an emergency situation where a student is at significant threat of harm should they be led away from the situation while the person with overall responsibility concerned is being sought.



A behaviour support plan may be drawn up with the class teacher, parents/carers on how we as a group can support the student to get the best experience. This aims to provide consistency so that all are following the same plan for managing the behaviour.

This plan will be reviewed and may need to be revisited regularly until the right approach is found.

MovementWorks® will work closely with the school/venue/group to monitor the behaviour and success of strategies adopted.

If the behaviour presents harm to the individual or others and/or physical intervention is required, the incident will be recorded on an incident record sheet. This should be completed within 24 hours of any incident occurring.

All incidents must be reported to Ali Golding to be recorded. MovementWorks® staff/volunteers involved will be invited to a debrief meeting (either face to face or via telephone) to ensure they are supported after the incident and are fully engaged with the proposed strategies moving forward.

A log of incidents, the personal behaviour plan and all interventions will be kept on record.

MovementWorks® have a duty of care to all who attend our classes. If the individual is presenting persistent behaviour that puts either themselves or those around them at risk of harm or injury despite our best efforts to meet their needs and implement interventions, we may need to ask that they are withdrawn from sessions.

Use of child protection procedures

If anyone at MovementWorks® becomes concerned that a student may be at risk of significant harm or that they may present a risk of significant harm to others, MovementWorks® child protection procedures will be followed which may result in a referral being made to the appropriate external authority.

Such a referral would be discussed with all relevant parties at the earliest possible opportunity, except in situations where this would possibly endanger an individual's safety or interfere with a police investigation.

SIGNATURE

I am signing to acknowledge I have read, understood and agree to the terms of the MovementWorks® Promoting Positive Behaviour and Empowering Environment Policy

Date of Signing

Signed by (Name)

Signature

Role of Signatory



POLICY REVIEWED: FEBRUARY 2025

NEXT REVIEW DATE: FEBRUARY 2026

Note: MovementWorks® policies, procedures and supporting documents are reviewed annually or more frequently if there are changes to legislation, guidance or good practice guidelines



Legislation and Guidance

This policy is informed by key legislation and statutory guidance, ensuring our commitment to **inclusive practice, safeguarding, and positive behaviour support**.

The following references to legal and ethical frameworks provide further information: **Disability Rights & Inclusion**

- **Equality Act 2010** – Protects individuals from discrimination and requires reasonable adjustments to ensure accessibility and inclusion.
- **The Children and Families Act 2014** – Introduced Education, Health, and Care Plans (EHCPs) to support children and young people with special educational needs and disabilities (SEND).
- **UN Convention on the Rights of Persons with Disabilities (CRPD) 2006** – The UK is a signatory, committing to full participation in society, including education and the arts.
- **The Human Rights Act 1998** – Protects individuals' rights, including access to cultural and educational activities without discrimination.

Education & Positive Behaviour Support

- **Special Educational Needs and Disability (SEND) Code of Practice 2015** – Provides statutory guidance on supporting children and young people with SEND.
- **The Social Model of Disability (UK Government Guidance)** – A framework focusing on removing societal barriers rather than “fixing” impairments.
- **Positive and Proactive Care: Reducing the Need for Restrictive Interventions (Department of Health, 2014)** – Encourages the use of Positive Behaviour Support (PBS) and aims to minimise restrictive practices.
- **Restraint Reduction Network Training Standards (UK, 2019)** – A framework for reducing the use of restrictive interventions, particularly for individuals with disabilities.
- **The Use of Reasonable Force in Schools (DfE, 2013)** – Guidance on when physical intervention can be used as a last resort, ensuring it is proportionate and lawful.

Safeguarding & Wellbeing

- **Children Act 1989 & 2004** – Establishes the duty to safeguard and promote the welfare of children.
- **Working Together to Safeguard Children 2018 (updated 2023)** – Sets out inter-agency responsibilities for safeguarding and child protection.
- **Keeping Children Safe in Education (KCSIE) 2023** – Guidance for educational settings on safeguarding children, including those with disabilities.



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- **Mental Capacity Act 2005** – Protects the rights of individuals who may require support in making decisions.
 - **The Care Act 2014** – Establishes safeguarding duties for adults with care and support needs.

Data Protection & Confidentiality

- **General Data Protection Regulation (GDPR) (UK version, 2018)** – Protects personal data, including sensitive information related to SEND, behaviour plans, and safeguarding.



A MovementWorks® Policy

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