



Positive Behaviour Policy

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Introduction: Purpose and aims

Springwater School is committed to the emotional wellbeing and mental health of the whole school community and seeks to provide a school environment, curriculum and ethos that enables positive behaviour support to be effective.

Springwater School will focus on developing positive and supportive approaches that are relational and seek holistic development by enabling children and young people to learn to understand their emotions, express them appropriately and to develop strategies that enable them to regulate their emotions and behaviour.

By working together, we will aim to provide:

For pupils:

- A safe, supportive, and stimulating learning environment.
- Identification of needs and appropriate strategies to meet them.
- Positive role models from staff and other members of the school community.
- Understanding staff who have knowledge and understanding of:
 - The impact of attachment and trauma.
 - How Adverse Childhood Experiences (ACEs) can contribute to emotional and behavioural regulation.
 - Mental health.
- A range of strategies to support children displaying distressed behaviour such as therapeutic interventions, Team Teach, Emotion Coaching and Thrive activities.

PSHE sessions encouraging pupils to:-

- value the rights of the individual.
- develop empathy and respect for self and others.
- develop self-esteem and confidence.
- exhibit politeness and consideration for others.
- value the school community and building.

For staff:

- A safe, supportive and non-judgemental working environment.
- Access to appropriate training and information.
- Appropriate guidance and support from Governors and School Leaders.

A team approach which acknowledges that asking for help is a sign of professional strength.

For parents:

- Confidence in the school and its staff.
- Supportive contact with school staff.
- Access to specialist support and guidance.
- Involvement in drawing up Positive Behaviour Support Plans.

This policy sets out our aims and expectations relating to the positive behaviour support, emotional wellbeing and attitudes of the members of the school community.

This policy is subject to the school's Codes of Conduct and Acceptable Use Agreements.

Roles & Responsibilities

Headteacher and senior leaders

- Facilitating training and guidance on approaches to positive behaviour support.
- Developing and implementing a policy, evaluate its success periodically with staff and report to Governors on its implementation.
- Taking a lead role in investigating any reported incidents.
- Monitoring behaviour by reviewing Challenging Behaviour Incident Forms, Major Incident Report Forms and any other pupil specific incident logs.

Governors

- Ensure there is a Positive Behaviour Policy in place and review its implementation annually.
- Observe practice within school to ensure that the educational, social and behavioural needs of pupils are met.
- Set up and implement complaint procedures.

Teachers

- Know the contents of the policy and ensure that behaviour support is carried out in line with this and other relevant policies.
- Attend appropriate training.
- Ensure that the Positive Behaviour Policy is active in their areas and that areas of concern are shared with their staff.
- Support staff in implementing strategies to support pupils.

- Ensure that Positive Behaviour Support Plans are in place for pupils needing extra support.
- Ensure that PBS plans are regularly monitored and evaluated.

All staff

- Know the contents of the policy and ensure that behaviour support is carried out in line with this and other relevant policies.
- Attend appropriate training.
- All school staff will work together to implement the Positive Behaviour Policy, using a consistent approach and acting as positive role models.

School Council

- The School Council will provide a forum for pupils to discuss related issues and to contribute pupil voice to all aspects of school life.

Parents and carers

- To communicate regularly with the school.
- Wherever possible to develop strategies which are consistent with the school's approach (via shared positive behaviour plans).
- To be provided with details of behaviour support programmes, and have the opportunity to give feedback.
- To develop understanding of the reasons for distressed behaviour.
- To be provided with details of incidents logged, if requested.

Principles

- Springwater School accepts behaviour as communication or as an expression of need. We aim to support children to understand their emotions and develop coping mechanisms that enable them to behave in an appropriate way.
- Staff are curious and empathetic about the reasons a child may behave in a certain way and respond to this behaviour without judging the child. The focus is on the emotional, physical or sensory need, rather than the behaviour.
- Children are viewed holistically by staff, who understand that distressed behaviour is a vulnerability rather than a 'problem'. We will view children with unconditional positive regard.
- Relationships are prioritised within the school context. Safe, trusting and supportive relationships are key to staff, student and home/school wellbeing.

- We recognise that all members of the school community are entitled to work and play without threat, fear or disruption.
- We will recognise, encourage and praise positive behaviour – without judging or sanctioning distressed behaviour.
- We will promote a culture of fairness, mutual respect, trust, tolerance and honesty. We recognise that fairness is everyone getting what they need, rather than everyone getting the same.
- We will support staff to maintain a calm approach based on empathy, attunement and co-regulation.
- We will learn and comply with the principles and practice of Team Teach and will use appropriate physical interventions only to prevent harm and in accordance with agreed guidelines. Any intervention will be in a pupil's best interests and will be reasonable, necessary and proportionate.
- We will ensure that the school's Team Teach Trainers have access to the material resources and professional support needed to carry out their roles.

Supporting Positive Behaviour

The school will ensure that all pupils are offered an appropriate curriculum designed to meet their individual needs. The content should be motivating and stimulate their desire to learn and participate. The learning environment will be modified as far as possible to reduce sensory stress on pupils with sensory processing needs.

Pupils' efforts to work and behave well will be encouraged and rewarded through praise and class-based systems for celebrating good work. Some pupils may also have individual reward systems to support them to behave and communicate in appropriate ways. A whole school house points system is used to encourage and reward hard work and positive behaviour.

Endeavour and success will be celebrated publicly through weekly Good Work Assemblies and an Annual Presentation of Awards and Certificates.

Pupils' work will be recognised by inclusion in displays in their classrooms or in public areas of the school.

PSHE sessions provide opportunities for pupils to listen and share experiences, to express their feelings and emotions and to begin to understand how others are feeling. Wherever possible students are involved in discussion, decision making, role play and restorative practice that may lead to the resolution of any conflict. These sessions enable pupils to

develop an understanding of right and wrong and to explore relevant aspects of their rights and responsibilities within the school, their families and the wider community.

All adults will model the behaviour that they expect from pupils. They will work collaboratively to support pupils and each other.

Positive Behaviour Support Plans

Pupils who, for a variety of reasons, present with significant distressed behaviours will be supported by Positive Behaviour Support (PBS) Plans based on careful observation, recording and assessment of needs.

PBS plans set out strategies for reducing and managing distressed behaviours and describe any actions that may be needed, including agreed physical interventions. PBS plans describe the responses to be used by staff when a child or young person starts to become anxious, aroused or distressed and which aim to prevent a situation escalating into crisis. This includes staff seeking to understand both verbal and non-verbal communication. PBS plans also include guidance on how staff should react if a child or young person's behaviour escalates.

Agreed actions within a pupil's PBS plan may include 'time in', where a pupil is removed from a potentially difficult or dangerous situation and provided the opportunity to connect with an adult they trust. In these circumstances where a child needs some time to themselves an adult will remain with the pupil to monitor and support them until they are ready to return.

PBS plans will be monitored, updated and discussed with parents and carers at parents' evenings and relevant professionals when necessary. They will also form part of discussions during the Annual Review process.

Team Teach

All class-based staff at school are trained in Team Teach. Team Teach training introduces the concept of positive behavioural support as a framework for understanding the context and meaning of behaviour and developing interventions to support individual children and young people.

Team Teach aims to promote the least intrusive strategy and a continuum of gradual and graded positive handling techniques to manage challenging situations. Team Teach training promotes the use of verbal and/or non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised. Training enables staff to understand and develop acceptable and authorised responses to distressed behaviours and respond in a manner that maintains positive relationships and provides safety for all.

Any physical intervention must be proportionate to both the behaviour of the individual in crisis and the nature of the harm they might cause. Only necessary, reasonable and proportional force should be used. Physical interventions are only to be used:

- In the best interests of the young person.
- For the shortest period of time.
- Using the minimal reasonable force.
- With respect to the young person's personal dignity.
- With respect to age, gender and cultural background.
- With consistency of approach from staff.
- Where staff support each other in managing crisis situations.
- When they are based on gradual and graded support.
- When other strategies have failed, i.e. when other less intrusive methods have failed.

The aim of physical intervention is never to cause pain.

Agreed physical interventions will be recorded on a pupil's PBS plan. These may include:

- Holding a young person's hand.
- Leading a young person by the hand.
- Deflecting a young person away or blocking their path.
- Blocking punches and kicks.
- Escorting a young person to another environment.
- Staff members 'breaking away' from dangerous or harmful physical contact with a young person.
- Holding a young person when they are in a dangerous situation.

When appropriate, staff may withdraw pupils from a potentially difficult or dangerous situation and offer them some time away from the situation. Places where pupils may be offered time out of class include, the school playground, the 6th Form Chill Out Room, the school hall and the sensory room or interaction zone. In these circumstances, an adult will remain with the pupil to monitor and support them until they are ready to return.

Physical interventions will be followed up with appropriate recording and reporting. Team Teach training increases staff awareness of the importance of recording and reporting, monitoring and evaluating, all incidents involving positive handling. It also encourages a restorative process of repair and reflection for both staff and students.

Team Teach Ltd has been accredited (2006, 2009, 2012) by the British Institute of Learning Disabilities and is currently accredited by The Institute of Conflict Management (2015).

“Team Teach techniques seek to avoid injury to children and young people, but it is possible that bruising or scratching may occur accidentally. This should not be seen necessarily as a failure of professional technique, but a regrettable and infrequent side-effect of ensuring that the service user remains safe.” George Matthews, Director, Team Teach.

Recording and Reporting

After any incident/accident/near miss, relevant paperwork should be completed as soon as possible and always on the day. Parents/carers should be contacted and a record of this made on the form. All reports will be passed to the Headteacher or Deputy Headteacher and any relevant action taken.

For incidents involving physical intervention a Major Incident Report Form should be completed. For incidents of challenging behaviour not requiring physical intervention a Challenging Behaviour Incident Form (CB1) should be completed. By agreement with the Headteacher, some pupils may have personalised incident logs.

Post-incident Learning and Restorative Practice

As soon as possible after the use of physical intervention the members of staff involved should be debriefed to allow for reflection and support around the emotions raised by the incident. This is an opportunity for learning and contributes to professional development.

Ideally, someone who was not involved in the incident should be involved in a post-incident review in order to seek to understand - from the point of view of the child and family - whether staff did not understand what was needed, whether and how staff actions were helpful or unhelpful, and how things might be different in the future.

A post-incident learning prompt sheet is available on SharePoint and outlines the format to be followed in post-incident reviews. The prompt sheet asks the following questions:

- Were there any warning signs of an impending incident? If so, what?
- Were previously agreed behaviour plans followed? How effective were they?
- What de-escalation strategies were used and how effective were they?
- What, if anything, might be done differently in future?

Following the meeting, it may be appropriate to adjust the PBS to reflect the discussion.

Whenever a physical intervention has been used, pupils should also have an opportunity to reflect on what happened. This process will be different for different pupils and they may need specific help to engage in this process, for example, use of simplified language, visual imagery or alternative and augmentative communication.

The purpose of a post-incident review for pupils is to restore and improve relationships that may have been damaged, to explain that physical intervention is used in the best interests of the pupil (“We hold you safely when you cannot hold yourself safely”), and to help pupils learn more appropriate strategies for dealing with similar situations in future.