



Positive Behaviour Support Policy and Principles

Abbot's Lea School vision

At Abbot's Lea School, we are committed to providing an inclusive learning environment where every student feels safe, valued, understood and able to achieve their potential.

We support all students with fairness, compassion, safety and dignity, recognising and celebrating individual strengths, needs and differences.

We recognise that some students may experience barriers to consistently demonstrating safe and respectful behaviour. We work with students, families and professionals to understand these barriers and provide appropriate support so that every student can participate successfully in school life.

We believe that:

- All behaviour is a form of communication and is always meaningful
- Behaviour is influenced by a range of underlying needs and functions (see below)
- Positive behaviour is built through explicitly teaching the skills needed to succeed
- Every student belongs, and we remain unwavering in our commitment to them

To achieve this, we adopt a therapeutic, person-centred and strengths-based approach. We prioritise relationships, co-regulation, and inclusive practice, ensuring that every student is supported to participate, feel a sense of belonging, and be successful within our school community.

Aims of our Positive Behaviour Support Policy

- To create a culture that makes everyone in the school community feel valued and respected
- To teach the skills needed for safe and respectful behaviour
- To promote safe and respectful behaviour
- To prevent all forms of unsafe and disrespectful behaviour
- To manage situations effectively and consistently where unsafe and disrespectful behaviours occur
- To restore and repair situations caused by unsafe or disrespectful behaviour
- To protect students from the risk of others' unsafe or disrespectful behaviours, including radicalisation

Functions of Behaviour

We recognise that behaviour serves a purpose and can communicate a need, feeling, experience or difficulty.

When behaviour of concern occurs, it is important to understand the factors influencing it so that effective support can be provided.

There are four basic functions of behaviour:

- **Escape/Avoidance** (the behaviour results in an individual getting out of/preventing something from happening)
- **Attention/Attachment/Connection** (the behaviour results in attention from others)
- **Access to tangibles** (the behaviour results in access to a preferred activity/item)
- **Automatic or sensory** (the behaviour results in intrinsic response i.e. it feels good)

Our three tier model of behaviour support

UNIVERSAL SUPPORT (FOR ALL STUDENTS)

- Universal support is embedded in everyday practice, teaching and relationships.
- The foundation of this offer is the One Page Profile. All profiles must be current, accessible and stored on Arbor and Evidence for Learning (EfL) so that all staff and families consistently understand a student's needs, communication, triggers and effective strategies. This will provide the basis for supporting students to show safe and respectful behaviours.
- All students are supported to develop emotional literacy and regulation through the Zones of Regulation and, where cognitively appropriate, a 5-point scale.
- In addition, all students access whole-school wellbeing and emotional development approaches, including, but not limited My Happy Mind, to support self-awareness, resilience and positive mental health.
- Students in ANC provision (and some within Bespoke provision where appropriate) access a behaviour curriculum delivered through Collective Reflection. This focuses on teaching the root causes of behaviour difficulties most commonly found at Abbot's Lea School, including (but not limited to):
 - Understanding banter and social intent
 - Accepting and understanding diagnoses
 - Developing self-esteem and belonging
 - Managing feelings when others achieve or succeed

TARGETED SUPPORT (ADDITIONAL SUPPORT)

- Targeted support is provided when universal approaches are not sufficient. This includes:
- Structured small group work focusing on shared themes and skill development.
- Class teams may engage with the MDT clinic to access advice, refine practice and draw on resources beyond the universal offer.
- Within the Bespoke curriculum, where applicable, Positive Behaviour Support Assistants (PBSAs) deliver targeted behaviour support by:
 - Teaching identified skills deficits
 - Modelling and coaching strategies
 - Supporting staff to implement interventions consistently
- Interventions are informed by recognised frameworks including SCERTS, BESST and other evidence-based approaches.

SPECIALIST SUPPORT (INDIVIDUALISED SUPPORT)

Specialist support is for students with the most complex needs where behaviour significantly impacts safety and engagement.

At this level, bespoke packages of behaviour support are developed using a multidisciplinary approach. This often includes functional assessment, individualised planning and ongoing coaching for staff.

For some students support may be offered via our Flexible Provision.

Multidisciplinary Team (MDT)

To support the teaching and promotion of safe and respectful behaviours, we have an internal Multidisciplinary Team (MDT), which includes:

Head of Therapies	Safeguarding Manager
Senior Positive Behaviour Support Assistant	Safeguarding Assistants
Positive Behaviour Support Assistants	<i>Safeguarding Team</i>
Speech and Language Therapist	
Occupational Therapist	
Flexible Provision Coordinator	

Recognition, celebration and reinforcement of positive behaviours

As an evidence-based school, we seek to understand what truly motivates each student, and we offer positive reinforcement for good behaviour through celebration when a positive behaviour and conduct occurs.

Some ways in which desirable behaviour may be celebrated include, but are not limited to:

- Verbal praise
- WOW Moment slips
- Recognition slips
- I'm a CHAMP selfie
- Student of the Week awards

- Phone calls to families
- WOW wall displays
- House points

Whilst we do not use a traditional sanctioning approach to inappropriate behaviour, we teach our students that all actions they take have outcomes. If a student displays inappropriate behaviour, those outcomes may include, but are not limited to:

- Setting out of expectations
- Verbal prompts and reminders
- Restorative practice to repair relationships (with peers and staff)
- Social stories to understand alternative choices
- Escalation of concerns using internal processes (**see Appendix 1**)
- Student's support target visuals (**see Appendix 2**)

What do we mean by “challenging” behaviour?

Behaviour may be considered behaviour of concern when its frequency, intensity or duration results in one or more of the following:

- Lack of engagement in learning
- Disruption to others' learning
- Refusal to follow school rules
- Risk of, or actual injury to self
- Threat of, or actual physical or emotional harm to others
- Property destruction
- Criminal acts

When behaviours risk becoming highly challenging, or dangerous, staff take urgent and decisive action to stop them and this may include Restrictive Physical Intervention (restraint).

Restrictive Physical Interventions (RPI or restraint)

At Abbot's Lea School there are occasions where, due to the nature of a student's behaviours, we need to apply physical restraint.

We use **HCEST (Health, Care and Education Supportive Training)** school of thought and we aim to train all staff in this approach to Level 2 standard.

The model emphasises that 95% of behaviour management is the employment of positive behaviour and de-escalation techniques.

HCEST provides a gradual and graded approach using HCEST techniques for when physical intervention is necessary, therefore techniques range from the least intrusive to more restrictive intervention.

A comprehensive training programme for all staff is delivered by in-house Advanced and Intermediate HCEST tutors.

This includes the background, theory and rationale behind the HCEST approach as well as an understanding of personal space and body language before any physical techniques are taught.

Staff have a duty to intervene to prevent students from hurting themselves or others, causing damage to property or serious disruption to good order in the school or in the community.

If necessary, the use of force might be required to prevent:

- harm to self
- harm to others including other students, staff, others in community etc.
- damage to property
- an offence being committed
- any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its students.

Physical interventions need to be student-specific, integrated with other, less intrusive approaches, and clearly part of an approach to reduce risk, when needed. They may not become a standard way of managing, or as a substitute for training in people related skills.

Seclusion – where a student is isolated in a space they cannot leave - is also considered a form of restraint and must be used, managed and reported as such.

Application of a restrictive physical intervention or use of seclusion should be an act of protection and care and never a punishment or aggression. It should not be used purely to force compliance with staff instructions.

These methods should only be used to increase safety, where there is an imminent risk to the student, other individuals or the environment.

Scale and nature of RPI

Use of physical intervention must be reasonable and proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

There is no legal definition of 'reasonable force' so it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used.

These judgements have to be made at the time, taking due account of all the circumstances (dynamic risk assessment), including any known history of other events involving the student. It will also depend on the age and understanding of the student.

The minimum necessary force should be used, and the techniques deployed should be those with which the staff involved are familiar and able to use safely.

Where the risk of harm is reasonably foreseeable, staff should take immediate proactive action. Allowing the behaviour to escalate without taking such proactive action could be professionally negligent.

The reasonable approach is to look ahead, anticipate what could possibly go wrong (dynamic risk assessment) and take reasonable steps to prevent it.

Any physical interventions used should take account of age, cultural background, gender, stature and medical history of the student involved.

Debriefing and Restorative Practice

Following an incident in which restrictive physical interventions or seclusion are used, both staff and students should have an opportunity to talk about what happened in a calm and safe environment (debriefing).

Conversations should only take place when those involved have sufficiently recovered their composure.

Post-incident conversations should be designed to discover exactly what happened and the effects on the participants.

They should not be used to apportion blame or to punish those involved.

We encourage the use of Restorative Practice as a means of supporting an incident debrief.

As a restorative school, we use restorative approaches to prevent harm, resolve conflict and rebuild relationships.

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

There is no set format or length of time a debrief must adopt; it is a matter of professional and personal stance and so, it can vary from a brief chat to a formal meeting.

Where debrief leads to “lessons learnt” for the professionals, and a change of approaches, protocols and/or policy is advised, this will be communicated in writing to all staff in a way that enhances practice across the school.

Reporting and recording

When a student has been supported using physical intervention or seclusion, the family (or those with parental guardianship) are informed at the earliest opportunity and in line with mandatory reporting processes.

This should take place, where possible, before the child arrives at home (if using transport) or is collected from school (by the family).

All significant incidents are recorded on the CPOMS system by the member/s of staff involved.

- Incidents of significant concerning behaviour are recorded on CPOMS
- Incidents will be logged on the day they take place and never later than 24 hours after the incident
- Class Teachers or Flexible Provision Coordinator are responsible for their students and for adjusting their teaching and support to best meet the needs of the students.
- Operational Leaders are responsible for monitoring various cohorts' trends
- Head of Therapies is responsible for monitoring whole school trends
- Deputy Headteacher is responsible for monitoring impact of behaviour on students' progress and for ensuring that targeted interventions are in place to support students' engagement and progress over time
- The Headteacher reports to the Governing Body on behaviour trend in school, including the use of RPI

- The Governing Body considers reports and meetings with stakeholders to complete oversight and scrutiny.

Inappropriate behaviour as a safeguarding concern

The school recognises that changes in behaviour may indicate that a student requires additional support, safeguarding intervention or protection.

We will consider whether a student's behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Child Protection policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Suspensions and Permanent Exclusions

We work hard to promote a non-exclusion practice as we do not believe exclusions are effective in helping build one's self-esteem, confidence or better coping strategies.

That said, the Governing Body has decided that, in exceptional circumstances, suspensions and permanent exclusion may be applied in the best interest of the student and/or school community.

The Governing Body has delegated the authority to use these measures on suspension or permanent exclusion to the Headteacher.

Should the Headteacher decide to suspend or exclude a student, they will use the latest DfE guidance: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/118158/4/Suspension_and_permanent_exclusion_guidance_september_23.pdf

We will inform those with parental responsibility of the reasons for their decision.

Where a suspension is applied, this may only be lifted with student's attendance to school reinstated following a post-suspension reintegration meeting with the Headteacher (or a member of staff as delegated by the Headteacher)

It may be decided that the student will:

- Return to the provision that was in place prior to the suspension
- Return to a provision different to that which was in place prior to the suspension (e.g., reduced timetable, ALS internal Flexible Provision) **(see Appendix 4)**
- Be directed to be educated offsite at an alternative provision managed by a third party, with ALS quality checks
- Be recommended to the Local Authority for a possible managed move to another school
- Be permanently excluded as their needs can no longer be met at the school

Role of the Governing Body

- Approve the vision and policy
- Ensure compliance with statutory duties, including equality legislation
- Hold leaders accountable for implementation, impact and consistency
- Appoint a safeguarding link governor for this area of responsibility

Role of the Headteacher

- Create a positive, respectful and inclusive school culture
- Ensure policy supports the vision and is compliant with the wider legal and statutory guidance
- Share the policy with stakeholders
- Ensure consistent implementation of the policy by the staff
- Ensure appropriate support and resources for the implementation of this policy by all staff
- Lead the Leadership Team to:
 - Model expected standards
 - Promote safe and respectful behaviour
 - Celebrate success
 - Challenge poor conduct
 - Lead improvements to practice
 - Inform future policy changes
- Report to Governors on implementation and impact

Role of the Deputy Headteacher

- Lead the implementation of the behaviour policy
- Ensure staff meet students' needs effectively
- Ensure student safety and wellbeing
- Promote student voice (e.g. School Council)
- Lead assemblies and House Systems
- Support and train staff to deliver it effectively
- Monitor provision, systems and classroom practice
- Track behaviour, safeguarding and engagement (including CPOMS)
- Work with external agencies where appropriate
- Evaluate impact through analysis of:
 - Student engagement and attitudes
 - Behaviour and incident data
 - Exclusions and bullying
- Use research and evidence to improve practice
- Report to Headteacher and Governors, as directed

Role of Operational Leaders

- Lead the implementation of the behaviour policy in each department
- Ensure student safety and wellbeing
- Lead all safeguarding, teaching, learning and and therapeutic approaches to behaviour
- Support staff through training, coaching and guidance so that they meet the needs of students

- Monitor and track students' progress, including attendance, engagement, and behaviour trends
- Ensure effective implementation of universal, targeted and specialist support
- Oversee intervention planning and staff development
- Evaluate impact through data, student outcomes and stakeholder views
- Use evidence and research to improve practice
- Report on outcomes and development to Deputy Headteacher

Role of School staff

- Read and apply the policy
- Always act as behaviour and conduct role models for the students
- Ensure student safety and wellbeing
- Maintain high expectations and professional standards
- Engage in relevant training and implement it in daily practice
- Teach and promote safe and respectful behaviour
- Build positive relationships and maintain clear routines
- Adapt teaching and support to meet individual needs
- Follow individual behaviour and support plans
- Respond to behaviour calmly and appropriately
- Use agreed strategies (e.g. visual timetables, scaffolds)
- Work in partnership with families
- Report concerns appropriately

Role of Students

At the right time, where cognitive ability allows, students should:

- Follow the school's Code of Conduct (The Golden Rules):
 - Be here. Every day
 - Work hard and be nice
 - Never give up on yourself or others
 - Stay positive and be happy!
- Follow staff instructions
- Follow health and safety expectations
- Take responsibility for their behaviour
- Contribute to school life (e.g. School Council, feedback)
- Report concerns to staff

Role of Families

- Support the school's behaviour policy and Code of Conduct (The Golden Rules)
- Promote attendance at school and punctuality
- Expect safe and respectful conduct from your child towards staff and other students
- Work in partnership with the school
- Engage in communication and feedback opportunities

Equality Impact Assessment

Under the Equality Act 2010, we have a duty not to discriminate against individuals on the basis of age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief, or sexual orientation.

This policy has been equality impact assessed and reflects our commitment to an inclusive, person-centred approach. We recognise that behaviour is a form of communication and that many of our students have additional needs which may affect how they understand, regulate and express their behaviour.

In line with the SEND Code of Practice, this policy ensures that provision is adapted to meet individual needs through a graduated approach, including universal, targeted and specialist support. Expectations for safe and respectful behaviour are therefore appropriately differentiated, and responses to behaviour are proportionate, consistent and responsive to individual context.

We are committed to removing barriers to participation, promoting dignity and respect, and ensuring that all students are supported to achieve positive outcomes. This policy is applied fairly and consistently so that no student is disadvantaged, and equality is actively promoted across the school.

Appendix 1 - Escalation using internal processes

The following list should not necessarily be considered a linear order that must be worked through, as different behaviours need different support, depending on their frequency, duration and intensity as well as their function.

However, it gives examples of the strategies that might be used at each level.

Where there is a link between behaviour and the need for support of a safeguarding nature, at any stage of supporting a student, we may refer the matter to other agencies, as appropriate.

Level 1 – Inappropriate behaviours that can be managed by the class team

- Quality first planning and EHCP targets in place
- Communication with families and recording on CPOMS (with a verbal report to the Safeguarding Team if there are Safeguarding concerns). Ensuring the staff are alerted.
- Family support offered through signposting
- Class solution-focussed debriefs
- Internal professional meetings

Level 2 – Inappropriate behaviours that need to be escalated to the Assistant Headteachers

- Review meetings between Assistant Headteacher and family
- Review of curriculum offer
- Behaviour support agreement between student and school
- Personalised behaviour support targets
- MDT clinic used
- Referral to MDT targeted services
- Referrals to external services

Level 3 - Inappropriate behaviours that need to be escalated to the Deputy Headteacher

- Review meetings between Deputy Headteacher and family with agreed actions
- EHCP emergency review to advocate for a change in provision type and/or setting type

Level 4 – Inappropriate behaviours that need to be escalated to the Headteacher

- Suspension
- Permanent exclusion

Appendix 2 – Example of student's support target visuals

Date:	
Engagement:	Please tick one row
Engaged well at all times	
Engaged well the vast majority of the time	
Engaged well at times	
Did not engage today	
Respectfulness:	Please tick one row
Showed respect towards peers and teachers at all times	
Showed respect towards peers and teachers the vast majority of the time	
Occasionally displayed disrespectful behaviour	
Frequently displayed disrespectful behaviour	
Cooperation:	Please tick one row
Worked well with classmates and followed directions at all times	
Worked well with classmates and followed directions the vast majority of the time	
Occasionally disrupted or refused to follow instructions	
Frequently disrupted or refused to follow instructions	
Self-Control:	Please tick one row
Demonstrated self-control at all times	
Demonstrated self-control the vast majority of the time	
Occasionally struggled to control behaviour or emotions	
Frequently displayed impulsiveness or lacked self-control	
Sensory breaks:	Please tick one row
Used sensory breaks well and in line with teacher instructions	
Did not always use sensory breaks well and in line with teacher instructions	
Overall Behaviour Summary – any specific difficulties and any specific highlights:	
	Yes or No
Phone handed over?	
Correct uniform worn?	