



Positive Behaviour Support Policy

THIS DOCUMENT IS AN APPENDIX TO THE MAIN OVERARCHING POLICY HELD BY
NEXUS MULTI ACADEMY TRUST

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Review Cycle	Annual
Review Date	October 2024

An academy within:



“Learning together; to be the best we can be”

1. Statement Of Intent

1.1. Beech Academy believes that it is important to establish a safe, secure and positive environment to enable students to grow and be the best they can be. To achieve this, we adopt a positive behaviour support ethos (PBS) but also recognise that behaviours of concern may require physical intervention or restrictive physical intervention. PBS is a values-led approach that aims to improve the quality of a person's life and that of the people around them

1.2. Beech Academy is committed to the recently agreed Nexus Trust Core Principles:

- An understanding that behaviour is a form of communication
- Beech Academy is a safe place to make mistakes where every day is a new day
- A restorative approach applied consistently
- We work to students becoming functioning members of society

1.3. This policy should be read alongside the Nexus Behaviour Management Policy

2. Legal Framework

2.1. This policy has been written in accordance with all relevant legislation and statutory guidance including, but not limited to:

- Behaviour in schools. Advice for headteachers and school staff (September 2022)
- Revised Behaviour in Schools Guidance and Suspension and Permanent Exclusion Guidance Government response to consultation (July 2022?)
- The Education Act 2011
- The Children's Act 1989
- The Equality Act 2010 DfE (2013) Use of reasonable force in schools
- DfE (2018) Working Together to Safeguard Children
- DfE (2021) Keeping Children Safe in Education
- HM Government (2019) Reducing the Need for Restraint and Restrictive Intervention

3. Roles & Responsibilities

3.1. Local governance

3.1.1. Monitor the implementation of the policy on behalf of Trust Board of Directors.

3.2. Headteacher

- 3.2.1. Handle any allegations of abuse
- 3.2.2. Respond to any parental complaints from pupils or parents regarding physical intervention (PI) or restrictive physical interventions (RPI)
- 3.2.3. Identify reasons and circumstances where PI or RPI may be used
- 3.2.4. Ensure all members of staff understand a Positive Behaviour Support (PBS) ethos
- 3.2.5. Support the functional assessment of behaviours of concern.

3.3. Positive Behaviour Support Coordinators

- 3.3.1. Lead Team Teach training
- 3.3.2. As a Positive Behaviour Support Coach, train, upskill, empower and support the staff workforce to ensure that children and young people facing barriers to learning due to their behaviours of concern are able to excel and succeed in their learning through the co-production of positive behaviour support plans
- 3.3.3. To work in classes in the role of a TA for a proportion of the week to model positive behaviour support to class teams
- 3.3.4. To manage a case load of students in accordance with a referral process
- 3.3.5. To complete functional assessments to identify the function of behaviours of concern
- 3.3.6. Supporting the listening and learning of students and staff, analysing and monitoring incidents where Team Teach techniques have been used.
- 3.3.7. To develop positive working relationships with staff, agencies, families and all stakeholders to promote a quality of life for students through a positive behaviour support ethos.

3.4. Staff

- 3.4.1. Adhere to this policy
- 3.4.2. Model a positive behaviour approach
- 3.4.3. Co-produce Positive Behaviour Support Plans
- 3.4.4. Promote a high-quality supporting learning environment.
- 3.4.5. Ensure each day is a new day for all children
- 3.4.6. Implement a restorative approach across school

4. Definitions

4.1. Positive Behaviour Support

4.1.1. Positive Behaviour Support (PBS) is about working in partnership with people, treating them with dignity and respect and enabling them have a better life. All behaviours have a meaning. Positive Behaviour Support aims to understand what behaviours of concern tell us so that the person's needs can be met in better ways. The way the person is supported often has to change to achieve this and this needs to be regularly reviewed by all the people involved. Positive Behaviour Support is an approach that puts the person at the centre to make systems work for the person. We give the right support at the right time so people can thrive to their potential.

4.2. Restorative Practice

4.2.1. We are a non-punitive, sanction-free school who use consequences as part of a restorative approach. We seek to resolve conflict, promote empathy, restore positive relationships.

4.2.2. Reduce, prevent and improve behaviours of concern.

4.3. Physical Intervention (PI)

4.3.1. Physical intervention is a supportive, non-restrictive strategy used by adults. It could be used for a variety of reasons e.g. a student may display behaviours of concern so be guided to a place of safety.

4.4. Restrictive Physical Intervention (RPIs)

4.4.1. When de-escalation techniques have been unsuccessful or there is an emergency situation presented within a school to keep a child or children safe, then staff may choose to utilise positive handling techniques.

4.4.2. Restrictive Physical Intervention is restricting movement and mobility to disengage a student from creating significant harm to themselves, others or creating significant damage to property. Any RPIs must be reasonable, proportionate, necessary and in the best interest of the student taking place as a last resort for the least amount of time with the

least amount of force. Any approved TeamTeach RPIs used should be agreed by PBS coordinators because it's not a 'one size fits all' approach. Consideration needs to be given to context, physicality and medical needs i.e. brittle bones etc. Such techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe.

5. Staff Training

- 5.1. As part of the induction process staff will receive an introduction to PBS. Within the probation period staff will also attend Team Teach training. The PBS Coordinators will lead termly staff training sessions focusing on the PBS ethos, modelling and refreshing any Team Teach RPIs.

6. Positive Behaviour Support Plans

- 6.1. All students will have a Positive Behaviour Support Plan (see appendix 1 & 2). This is a working document that will be reviewed and signed annually by students (where relevant), families and school during the annual review process. Over the coming year the transition to PBS plans will introduce and incorporate: proactive strategies, triggers, de-escalation strategies and reactive strategies, in conjunction with a student's zone of regulation.

7. Reporting Incidents

- 7.1. A detailed written report of behaviours of concern will be completed using THE APPROPRIATE SAFEGUARDING SYSTEM detailing: antecedents, confirmation the PBS plan was used including de-escalation strategies, PIs used, RPIs with confirmation that parents have been informed.

8. Post Incident Support

- 8.1. Following an RPI staff can request the 'RecoveryPhase to be facilitated by PBS Coordinators. All RPIs must be reported to families on the day of the RPI. All RPIs must be recorded on THE APPROPRIATE SAFEGUARDING SYSTEM within 24 hours of the incident occurring. A post incident de-brief for any significant RPI will take place within 48 hours led by PBS Coordinators or PBS Coaches who were not involved in the incident.

9. Complaints

- 9.1. All members of staff will be made fully aware of the consequences and legal retributions that can occur following the incorrect use of PI and RPI. All complaints regarding the use of PI or RPI will be investigated in a thorough and speedy manner, in line with the processes outlined in either the Trust's complaints policy or the Trust's undertaking workplace investigations policy.



Appendix B Zones of Regulation

The Beech Academy

Positive Behaviour Support Plan

Name:	DOB:	Class:
Date of plan:		Review:

Medical Information to be aware of:

Home Situation:

Notes:

External Services involved:

Triggers

Zones of Regulation	My Behaviour	Strategies to try First	Other strategies to try	What can I do to help myself
Green				
Blue				
Yellow				
Red				

Other things I can try?

Technique	Try	Avoid	Notes
Distraction			
Time Out			
Swap Adults			
Remove from situation			
Humour			
Calm Talk			
Incentive to calm			
Verbal advice and support			
Diversion			
Clear directions			
Negotiation			
Limited Choices			
Tactical ignoring			
Success reminders			
Empathy			

When am in Crisis?

Recovery behaviour I sometimes show	What can staff do to help me	Other things that could be tried	What can I do to help myself

The zones of regulation is a framework to support a child or young person to teach emotional self-regulation. The zones describe how someone's brain or body might be feeling. Things to note;

- Different zones are experienced throughout the day
- There are no 'bad' zones and we do not judge a person for being in a certain zone
- Being in the 'red' zone means we can talk about what has happened after the child or young person has calmed down, to help them reflect
- You can be in more than one zone at once! For example, blue for tired or yellow for anxiety

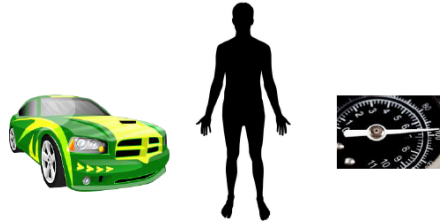
Why do we use zones of regulation?

- Children and young people need adults to help them 'co-regulate' i.e. to begin to understand what they are feeling and what the emotion is called
- It is a visual resource that can be used frequently throughout the day to 'check in' with how the person is feeling
- You can use the resource as a positive behavioural support – such as teaching underlying skills, rewarding efforts to use the tool to cope and reinforce how to stay in the green zone

Appendix B Zones of Regulation

How do we teach the zones of regulation?

Your body works like a car engine.



Sometimes it runs on **low speed**.

Sometimes it runs on **high speed**.

Sometimes it runs **just right**.

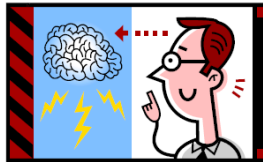


Your brain controls the body “engine” through
the neurons, the spinal cord, and nerves.

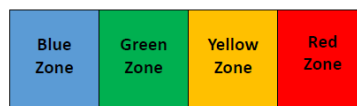


Appendix B Zones of Regulation

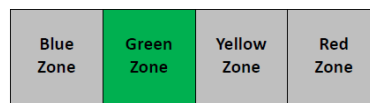
Your brain makes your body
feel and act different ways.



Your brain controls
“The **ZONES** of Regulation”.



In the **Green Zone**, your body’s engine is
running “just right”. You are “good to go”.
You may feel **happy, calm, and focused**.



Feeling “Ok” and Focused may look like ...



Ready to learn may look like this ...



In the **Blue Zone**, your body's engine is running on "low" or "slow" speed.

Blue Zone	Green Zone	Yellow Zone	Red Zone
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In the **Blue Zone**, you may feel sad, sick, tired, bored, or be moving slowly.



In the **Blue Zone**, bored may look like this ...



In the **Yellow Zone**, you need to proceed slowly with “caution” and be careful.

Blue Zone	Green Zone	Yellow Zone	Red Zone
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You need to pause or stop to think.



You are on the edge – about to lose it!



In the **Yellow Zone**,

you may feel worried,

frustrated, silly wiggly,

and excited.

Silly wiggly and frustration may look like ...



Appendix B Zones of Regulation

A ZONE **CHANGE** is COMING either . . .

To the calmer **Green Zone**



Or to the out of control **RED ZONE**



Blue Zone	Green Zone	Yellow Zone	Red Zone
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The **RED Zone** is



The **RED Zone** is

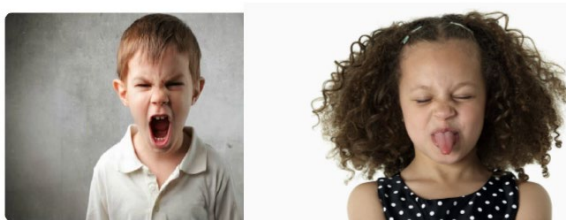
OUT OF
Control



In the **RED ZONE**, you may feel angry or mad,
terrified, elated,
or out of control.
You may feel like
yelling or hitting.



Mad or angry may look like this ...



Out of Control "Too Silly" may look like ...







In the **RED ZONE**,
your body engine is
running on **high speed**.
You have trouble making
good decisions and must **STOP**.



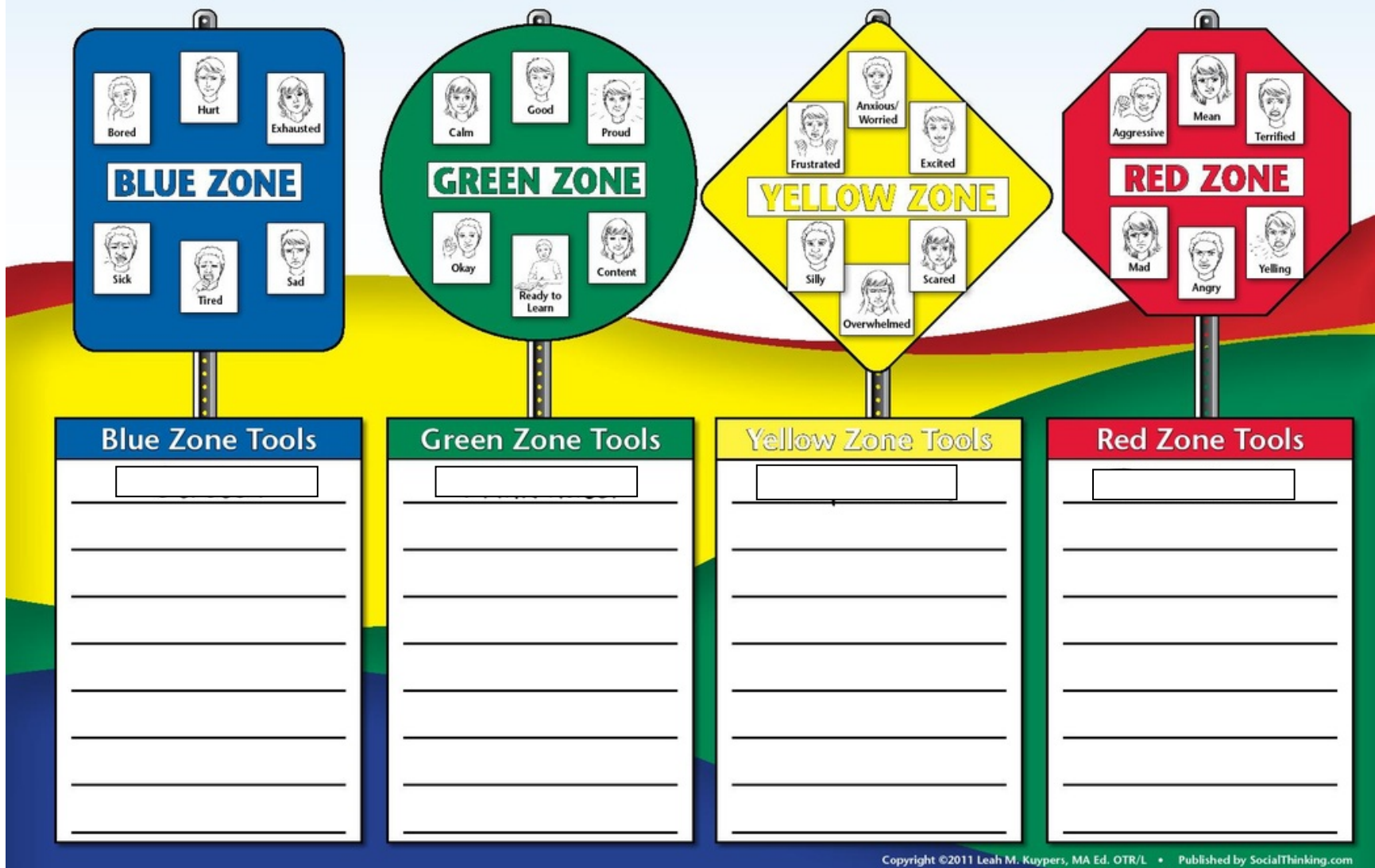
If you are stuck in a ZONE,
then use a tool to change the zone.



The **ZONES** of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Mean Terrified Yelling/Hitting Out of Control</p>

THE ZONES OF REGULATION®



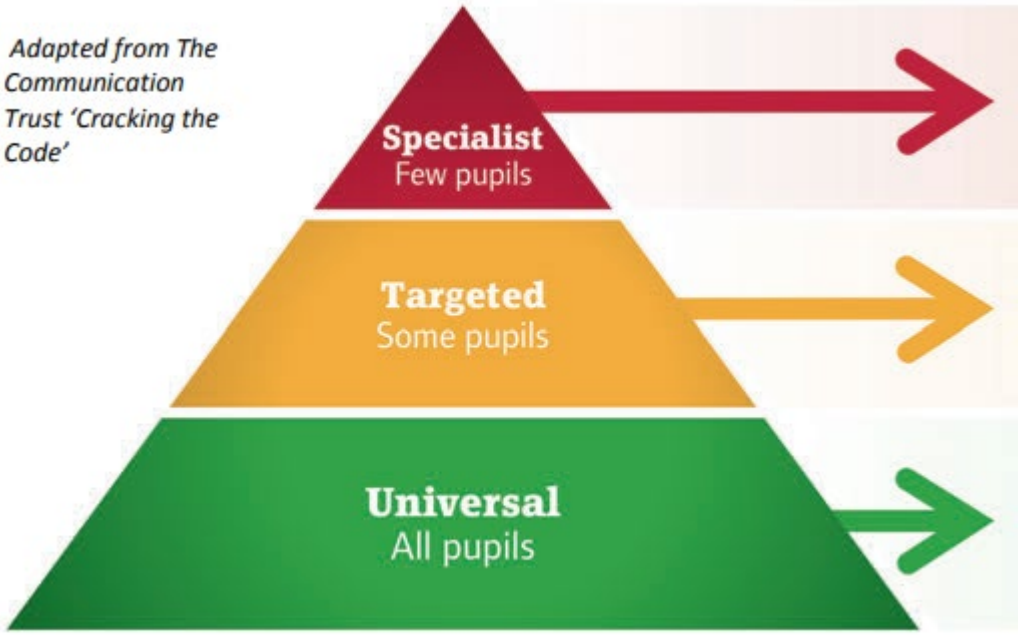
The poster illustrates the four Zones of Regulation, each with a specific color, shape, and set of emotions. Below each zone sign is a list of tools for regulation.

Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools
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Appendix C

Referral to the Positive Behaviour Support Coordinators

Adapted from The Communication Trust 'Cracking the Code'

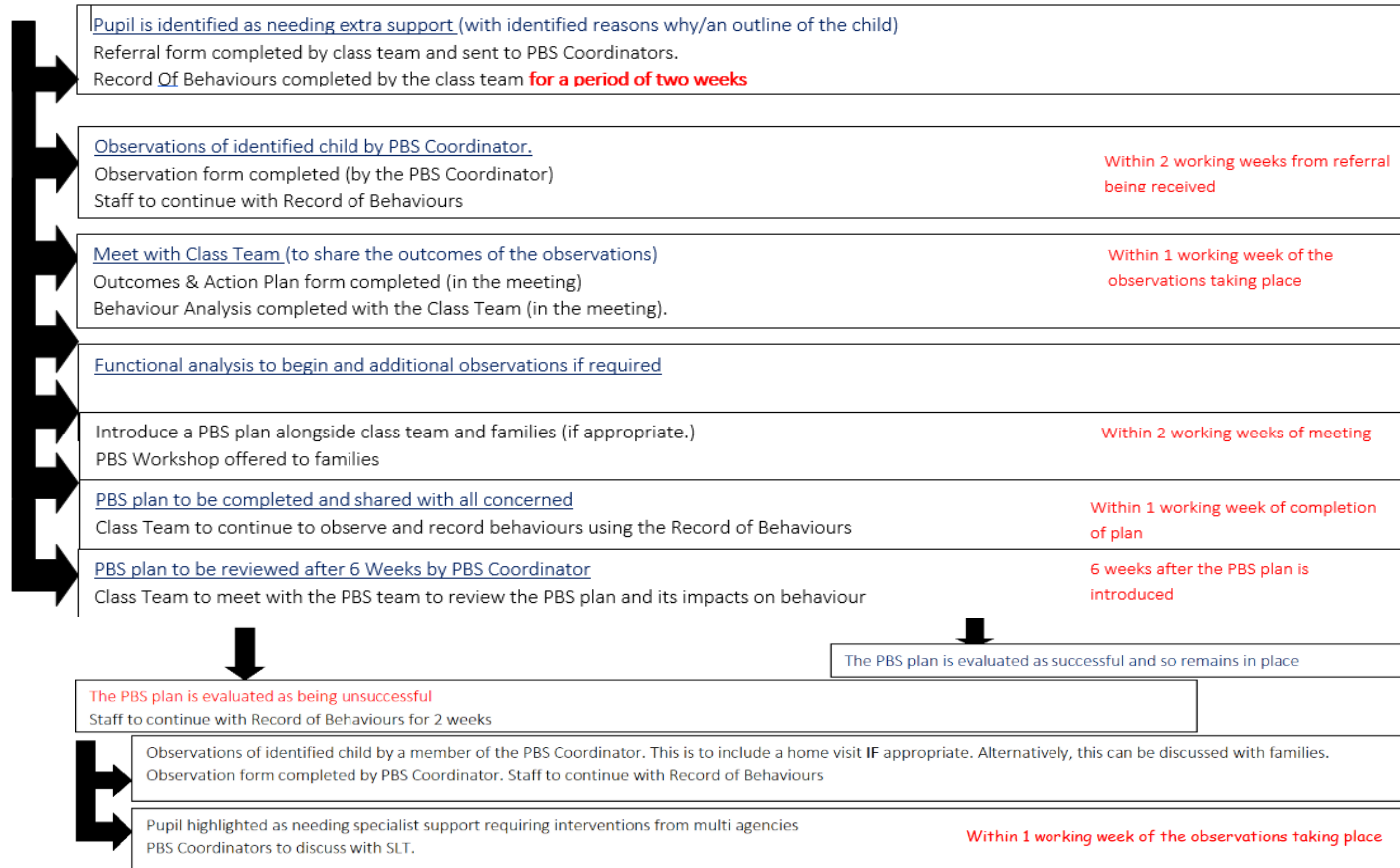


<p>A small number of students will need specialist support requiring intervention from multi agencies e.g. CAMHS, Educational Psychology or Psychiatry. We will liaise with the relevant agencies to support a reduction in behaviors of concern.</p>
<p>Some students will need targeted support from the Positive Behaviour Support Coordinators. This will involve a referral process adhering to a timely intervention. The PBS Coordinators will complete a functional assessment of behaviours of concern to date, complete observations, liaise with family and propose the introduction of a Positive Behaviour Support Plan</p>
<p>All students have a One Page Profile and personalised zones of regulation including what each zone looks like and identification of personalised strategies within the tool kit to support regulation or co-regulation</p>

Appendix D Referral Pathway

PBS Referral Pathway

All pupils to have a one- page profile and personalised zones of regulation including what each zone looks like and identification of personalised strategies within the toolkit to support regulation or co-regulation.





Appendix E Positive Behaviour Support Team Referral Form

Child's name:	Date of referral request:
Year group/class:	Referral requested by:
Please outline the reasons for referral, including any identified behaviours of concern:	
To be completed by PBS Coordinators :	
Actions/ Support offered:	



Appendix E Positive Behaviour Support Team Referral Form

Actions completed by:

Date: