



DURANTS SCHOOL – POLICY DOCUMENT

PBS Policy

2021

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1. Introduction

Durants School provides education for children and young people between 11 and 19 years old with complex needs; Autism, severe to profound learning difficulties and multi-sensory impairment. The nature of their special educational needs means that the environment may be difficult for them to understand and the social world may be confusing. This may lead to anxiety, distress or withdrawal which will have an impact on their social behaviour and behaviour for learning.

Durants School is committed to promoting, embedding and maintaining the values and principles of Positive Behaviour Support (PBS) to enable staff to support and manage behaviours of concern. The overall aim of PBS is to improve the quality of a person's life and that of the people around them.

The purpose of this policy is to give a clear code of conduct for adults and children at Durants School. We believe a whole organisational approach is needed to embed PBS. Everybody who works in the organisation in whatever role should have a basic understanding of PBS and its value base. All members of the school community should be guided by this policy, and are expected to respect its boundaries.

This policy should be read in conjunction with the following Durants School documents;

- Safeguarding Children Policy
- Vulnerable Adults Policy
- Autism specific policies; Autism, Flexibility of Thought, Sensory, Social Understanding and Ability
- Use of Quiet Rooms Policy
- Use of Physical Intervention Policy
- Management and Administration of Medications Policy

2. PBS – Key Principles

PBS provides the right support for a pupil, their family and friends to help pupils lead a meaningful life and learn new skills without unnecessary restrictions. It is not simply about getting rid of behaviours of concern. Instead, by providing the right support at the right time the likelihood of behaviours of concern is reduced over time and a pupil's quality of life is enhanced. Durants School is committed to working within the values, principles and key components of PBS, which include;

- **Understanding behaviour as a form of communication** – This is based on an understanding that children and young people's behaviour has meaning and that when adults understand the causes and function of their behaviour this can lead to positive change. Communication through behaviour may take the form of speech, sounds, actions or body language. It can be direct (e.g. pointing to something they want) or may require interpretation from adults who know them well (particular movements show a child is enjoying an activity).

Adults learn through observation to understand what children and young people are communicating and must use their knowledge to respond so that children and young people learn that they have a 'voice' and that they can exercise control.

- **Adapting the environment to support pupils' needs** – This involves taking a proactive, person-centred approach to ensure the social and physical environment is suited to meet an individual's needs. This may include making adaptations to support sensory preferences (tactile objects such as twiddles, chewies etc available at all times) or providing opportunity for activities that help a pupil stay happy and focussed ("break" card to access a calming space when anxious or overwhelmed). This reduces the likelihood of behaviours of concern occurring by creating physical and social environments that are supportive and capable of meeting pupils' needs.
- **Teaching new skills and enhancing quality of life** – A pupil's behaviour may be their only way of communicating an unmet need, as they may not have the skills to deal with a situation or problem effectively. PBS involves identifying skills that provide appropriate ways to meet a person's needs, promote self-sufficiency, and enhance access to people and activities. Strategies and interventions employed by staff should target specific skills that will allow an individual to meet his or her needs in more efficient, effective, and appropriate ways. Such skills might include replacement behaviours (e.g. asking for help instead of throwing objects to gain adult attention) and other skills that improve overall functioning and enhance quality of life (e.g. being able to use the toilet independently).
- **Theory and evidence-based** – Effective PBS is a blend of person-centred values, behavioural science and effective use of evidence-based approaches to inform decision-making. One core part of assessment in PBS is to understand why the behaviour of concern happens – how the behaviour has been learned and how it is maintained. This process is called functional assessment. Trained PBS Coaches at Durants use observations and functional assessment tools to support staff to understand why a pupil is behaving in a certain way and develop strategies to support and manage this behaviour over time.

Particular emphasis is also placed on continued monitoring and evaluation of PBS plans to ensure support is appropriate and effective for each individual. Monitoring systems are in place across the school and methods for collecting data and evidence are detailed in a pupil's individual PBS plan. All staff at Durants are trained in PBS and supported by senior leaders to deliver PBS effectively.

- **Reducing reactive and restrictive practice** – Whilst effective PBS is focussed on proactive and preventative strategies, there are times when behaviours of concern will occur. At these times, an individual's PBS plan should detail a range of reactive strategies that can be applied consistently. These strategies should be the least restrictive and most effective available, focus on ways to reduce potential harm to the individual and others, and minimise the risk of escalation of the behaviour.

In rare cases, it may be necessary to use restrictive practices in order to safely manage a behaviour of concern. Restrictive practice is defined as "any practice that limits or controls an individual that reduces their freedom, lawful or unlawful" (Paley-Wakefield, 2013). The use of restrictive practice must be explicitly detailed in an individual's PBS plan, requires a sanctioning form to be completed by staff, parents and the individual (where appropriate) prior to implementation and must only be used as a last resort.

All restrictive practices are recorded and monitored closely and all staff are trained to increase their awareness of restrictive practices and how to adapt their approach to

reduce these. Durants School is committed to reducing the use of restrictive practice in school and is a member of the Restraint Reduction Network.

- **Multi-agency involvement** – Effective PBS requires input from different professionals and include multiple evidence based approaches and treatments that come from a shared value base and are provided in a coordinated and person centred manner. This may include input from Speech and Language Therapists, Occupational Therapists, Social Workers but most importantly will include input from the individual and their family. PBS plans at Durants School are continually monitored and evaluated and opportunities should be sought for those who support the individual (e.g. families, carers and professionals) and, where possible, the individual themselves, to come together to be consulted and support this process.

3. What is a Behaviour of Concern?

At Durants School, we define behaviours of concern as any behaviour (passive or active) which:

- reduces the quality of an individual's life
- reduces access to learning
- puts a child or young person at risk (physically or emotionally)
- puts the people around a child or young person at risk (physically or emotionally)
- leads to responses from other people which restrict opportunities for social contact, enjoyment or learning

Behaviours of concern may show that:

- the child or young person's educational needs are not being met
- the child or young person has needs or wants which they are not able to communicate through other means
- the child or young person's medical needs are not being met – they may feel ill or in pain
- the child or young person is experiencing demands which are too much for them
- the child or young person is experiencing feelings such as frustration, anxiety, depression or anger
- the child or young person is overwhelmed by their environment
- the child or young person needs more help to understand what is expected of them

In judging whether a particular behaviour is a cause for concern adults consider the child or young person's age and level of development.

4. Effective PBS – Proactive Approaches & Strategies

Proactive strategies are used throughout the school day to help a child or young person remain content and engaged and to help them learn positive ways to communicate. They are preventative and developmental strategies embedded into our practice which can improve pupils' quality of life and remove or reduce the conditions likely to promote behaviours of concern. Some proactive strategies may be used when a child or young person shows signs that they are becoming less engaged or beginning to be anxious or upset, without exhibiting specific behaviours of concern.

4.1 Creating a supportive ethos

Children and young people are most likely to develop a positive attitude to learning and to behave appropriately in school when they experience:

- high quality teaching of a meaningful relevant, interesting and personalised curriculum
- relationships with adults who genuinely care for them and express that care in the way they behave
- support to develop skills in communication and interaction
- respect for their ethnicity, culture, gender, sexual orientation and for themselves as unique individuals
- positive models of behaviour from the adults around them
- a stimulating and safe environment where they and adults working with them feel secure.
- well planned activities which they enjoy
- opportunities for real choices and control
- consistent routines and structure
- realistic and consistent expectations for learning and behaviour
- clear guidance as to what is expected of them, communicated in a way which they understand
- appreciation for their achievements
- a physical environment adapted to their needs

Everyone is different, but we all should have the same chances. Therefore, all staff working with children and young people have the responsibility to provide the above as the basis of educational programmes. All students regardless of gender, race or religion and including those who are gay, lesbian, bisexual, transgender or intersex students, have the right to feel safe at school and be free from bullying. Everybody has the right to feel physically and psychologically safe.

4.2 Creating the appropriate learning environment

Staff will review the learning environment for each class taking account of:

- safety issues
- age
- sensory needs and response to stimulation
- the nature of the curriculum
- medical and health needs and equipment

School leaders have invested in the environment to provide a range of facilities which support learning and enjoyment and enable children and young people to experience fresh air and exercise. Teachers will plan their timetables to provide a balance between time in the classroom, time outside the classroom and time in the community, based on the needs of the group.

On site facilities may be used for group work or to support individuals – for example, the sensory garden may provide the context for a group to learn outside the classroom or play areas may provide a space for a child or young person to enjoy a ball game after spending a period of time on an adult directed task.

4.3 Supporting individual needs

At Durants, all activities will be personalised to individual needs so as to provide positive experiences in which children and young people will want to participate. When planning activities, staff should take account of:

- effective communication modes
- individual likes and dislikes

- the level of structure and predictability needed
- the support which helps at a time of anxiety or frustration
- how individuals make choices and the choices which are important to them
- how much personal space an individual needs
- attention span and ability to engage
- what individuals find easy or challenging
- friendships and key relationships and any difficulties with specific people
- how they respond to adults and other children
- sensory needs and preferences
- health needs including levels of fatigue
- effective communication strategies
- advice from Occupational Therapists, Music Therapists, Educational Psychologists and Speech and Language Therapists
- information from families about preferences and favourite activities

These considerations should be personalised to the individual based on their age, gender, culture, religion, sexual orientation and ability.

4.4 Teaching replacement skills & coping mechanisms

As part of a pupil's educational programme, staff will identify key skills that support the development of positive behaviour and/or help pupils to cope in situations which they find difficult. This may include:

- identifying and teaching ways to reduce anxiety e.g. relaxation, exploring sensory objects, identifying and accessing favoured activities
- developing social interaction and communication skills e.g. Intensive Interaction, social groups, communicating about needs and feelings
- developing approaches in difficult situations e.g. using Social stories, saying "no" appropriately, taking a break

When addressing specific behaviours of concern, staff aim to identify a functionally equivalent behaviour that can replace the behaviour of concern over time. Staff should shape and model these replacement skills and ensure that they respond appropriately and positively to encourage pupils. Examples include:

- Learning to "high five" as a greeting rather than pulling at another person's arm
- Using speech or symbols to attract attention rather than shouting or throwing items
- Saying/signing "no" rather than pushing things away or withdrawing

The teaching of these skills and mechanisms will take place proactively across the school day and will be incorporated into a pupil's PBS plan as well as their Individual Education Plan (IEP) targets.

4.5 Responding to “triggers” and signs of concern

Staff supporting a pupil need to know potential “triggers” for the individual and the signs which show that they are becoming anxious or uncertain without them exhibiting a specific behaviour of concern. This is part of the ongoing functional assessment of behaviour and will form part of a pupil’s PBS plan.

Staff will consider their own behaviour, language and body language, remaining calm and avoiding raised voices or potentially confrontational positions or facial expressions. Staff will engage with pupils before a situation escalates, using some of the following proactive strategies or others that may be set out in a pupil’s individual PBS plan:

- listen to what the pupil is communicating
- bring in another adult who may be able to identify the problem
- reassure verbally or through body language
- offer an alternative activity
- use a sensory stimulus which is likely to be calming or distracting
- reduce demands
- simplify or change the specific task
- resolve the situation through problem solving, communication and negotiation
- make changes to the environment if possible e.g. removing distractions, reducing noise
- withdrawal to take a break / “safe space” – see following section

4.6 Taking a break & safe spaces (proactive & first resort reactive)

This involves either guiding a pupil to, or a pupil making a choice to take a break from a situation which they may find difficult. The pupil will be guided to a “safe space” and given time to calm. The use of breaks and safe spaces will be specifically identified in a pupil’s individual PBS plan and will be taught proactively as a preventative measure to help a pupil regulate without exhibiting behaviours of concern. Safe spaces are defined as any space, indoors or outdoors, where:

- the pupil is likely to feel safe and comfortable
- the pupil has room to move freely
- there is minimal distraction and minimal risk of injury
- the pupil can be supported or closely observed by an adult.

The adult may offer a calming or distracting activity such as going for a walk, running around the playground or engaging in a favoured sensory or comforting activity. A member of staff will be present in the “safe space” with the pupil to observe and help them calm. If the pupil indicates that they do not want an adult with them, this choice will be respected.

However, an adult will continue to observe them from a short distance and will encourage them to interact as soon as this seems appropriate. The use of breaks and “safe spaces” will be recorded, monitored and kept under review by senior members of staff.

5. Effective PBS – Reactive Approaches & Strategies

Reactive strategies are used as a response to a pupil showing a behaviour of concern in order to help him or her calm, enable them to re-engage and to keep the child or young person and those around him or her safe. When a behaviour of concern occurs, or is likely to occur, staff follow a gradient which is preventative, proactive and supportive, using the strategies which are least restrictive and least likely to cause distress to the child or young person.

5.1 – First resort, responsive strategies

These are strategies that are used in direct response to a behaviour of concern but are not a form of restrictive practice. The intent is to de-escalate the situation quickly and effectively without resorting to restrictive or punitive interventions. These may include:

- Active listening – showing an understanding of what the pupil is communicating and giving them time to express this. Giving attention to the pupil without necessarily addressing the behaviour of concern.
- Environmental stimulus change / removal – e.g. playing music to distract from a noise that is upsetting them
- Re-direction to preferred items / activities
- Prompting to use replacement skills or coping mechanisms including taking a break or “safe space” (see section 4.6)
- Strategic capitulation – identifying the message / function of the behaviour and honouring it

5.2 – Last resort, restrictive practices

In the event of a behaviour of concern continuing, despite implementation of all proactive and first resort reactive strategies, it may be necessary for staff to employ restrictive practices. Staff must ensure that if a restrictive practice is implemented, it is only done so as a last resort and for the absolute minimum time necessary. At Durants, the term **restrictive practice** refers to;

Any action, planned or reactive, that limits, restricts or controls an individual’s movement, liberty and/or freedom.

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At Durants, the following types of restrictive practice are permitted, providing they are clearly set out in a pupil's PBS plan and only used once all other strategies have been exhausted. Wherever a planned restrictive practice is used, it should be part of a PBS plan which aims to reduce and eventually remove the need for its use. An unplanned, reactive restrictive practice may only be used in an emergency situation where there is no alternative (see **Last Resort** below).

- **Physical Restraint:** a restrictive practice involving direct physical contact where the intervener's intention is to prevent, restrict, or subdue movement of the body, or part of the body of another person. This must be in line with the guidance and procedures set out in the "Durants School Use of Physical Intervention Policy".
- **Environmental Restraint:** a restrictive practice that restricts a person's free access to some or all parts of their environment, including items and activities. This might include the use of physical barriers (such as fobbed doors or locked cupboards) or the layout of the room (seating position etc).
- **Mechanical Restraint:** Mechanical restraint involves use of a device to prevent, restrict, or subdue movement of a pupil's body with the aim of managing their behaviour. This might include the use of protective devices such as cushioned helmets to safeguard pupils from self-injurious behaviour, seatbelt clips to safeguard pupils when in transit, or bodysuits to prevent pupils who are prone to smearing from spreading harmful bacteria. Any such devices should only be put in place by staff with relevant training, qualifications, skill and experience and all necessary documentation (sanctioning form for restrictive practice) must be completed and signed by the relevant professionals and/or family members.
- **Psychological Restraint:** a restrictive practice that involves exerting psychological pressure with the purpose and/or the effect of limiting a pupil's freedom of movement or freedom of choice. This may be actual or implied and can include ultimatums, warnings, withholding or withdrawal of privileges and participation in activities.
- **Withdrawal:** a restrictive practice that involves removing a pupil from a situation which causes them anxiety or distress and taking them to a safer place where they have a better chance of regulating. Where withdrawal is against the pupil's will

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(‘imposed withdrawal’), it is a form of restrictive practice carried out under the school’s duty of care to protect the pupil from harm, or risk of harm, to themselves and/or others. Any use of physical intervention by staff in those circumstances must be reasonable and in line with the guidance and procedures set out in the “Durants School Use of Physical Intervention Policy”.

- **Seclusion:** a form of restrictive practice referring to the supervised isolation of a pupil away from others, in a room/area from which they are prevented from leaving, in accordance with the guidance and procedures set out in the “Durants School Use of Quiet Rooms Policy”. This **should only be used as an absolute last resort** to contain severe behaviours of concern, including that which is likely to cause harm to the pupil or others, and for the minimum time necessary. Staff must stay with the pupil to support them and monitor their progress until they are ready to resume their usual activities.
- **Last Resort:** Any form of restrictive practice that may be used in an emergency situation where there is no alternative. This is where there is an incident that is not covered in the pupil’s PBS plan, a pupil acts in an unexpected way and a staff member has to carry out a dynamic risk assessment to act quickly in order to safeguard the pupil and/or others. If this occurs, the intervention must be clearly recorded, parents must be informed on the same day and a meeting arranged to review and amend the PBS plan as appropriate.
- **Chemical Restraint:** At Durants, we DO NOT administer medication intended to control behaviour in an emergency (PRN). However, some pupils within the school are taking medication prescribed by a doctor to assist with mental health conditions. For guidelines and procedures regarding the administration of prescribed medicines, please see “Durants School Management and Administration of Medications Policy”.

At Durants, we have established criteria to apply to any restrictive practice which is part of a pupil’s PBS plan. This will ensure that all restrictive practices are ethical, justifiable and legal. However, we are also clear that an intervention in an emergency to prevent immediate harm is part of our duty of care and may be outside of these criteria. When considering the use of any restrictive practice, staff should apply the following criteria

before deciding to implement. For any restrictive practice to be part of a pupil's support it must;

1. Be deemed necessary in order to avoid significant harm to the pupil
2. Take account of the emotional effect of the restriction on the pupil
3. Be proportionate – the issue is important enough to justify the restriction
4. Be the least restrictive option – no more than necessary and there isn't an alternative
5. Be imposed for no longer than necessary
6. Balance the interests of the individual and those of others
7. Be within the context of a positive, person-centred approach

As part of our commitment to the PBS approach at Durants, we are actively seeking to reduce the use of restrictive practices within our school. Maintaining this approach in line with our definition and criteria ensures that any form of restrictive practice is only used as a last resort, and will only be used as part of a positive and proactive PBS plan which aims to reduce and remove the use of all restrictive practices over time.

6. Post-incident Management & Support

There are two main aspects to post-incident management and support at Durants. The first aspect, which takes place immediately after incidents, particularly those in which restrictive practices have been used, is to provide emotional support and basic first aid to both pupils and staff involved as soon as possible. The second aspect involves a debriefing and review of the incident, which provides an opportunity for feedback and learning that can affect change in practice and procedures to enhance outcomes for pupils and staff.

6.1 Emotional support for pupils

After a significant incident, particularly if restrictive physical intervention has been used, a pupil is likely to be distressed or anxious and need time and space to recover. It may be best for a member of staff who has not been directly involved in the incident but who knows the pupil well to support them through the recovery period.

The member of staff supporting them will;

- assess their wellbeing, offer them a drink and give them time to calm or engage in a quiet activity before returning to class.
- Engage if the pupil wants to talk about the incident and will respond in a calm way, helping them to understand that the incident is over and encouraging them to move on. This process should not be rushed. The member of staff will include this process within the incident record.
- check if the pupil has any injuries and if so, these should be treated and documented in accordance with the school's First Aid Policy.

The pupil will be monitored by school and family over the next 48 hours for signs of injury or emotional distress and given the opportunity to talk about the incident if needed.

The class team may follow up the incident with direct teaching – e.g. if the incident was triggered by a difficulty with another young person the team may do some work about friendship or conflict resolution in the next day or two. As soon as possible, the child or young person will be given the opportunity to repair his or her relationship with the adult(s) involved.

6.2 Emotional support for staff

Staff who have been involved in a significant incident may also need time away from the class to recover and/or talk through what has happened and other members of the team should ensure that this is possible, calling on support from senior staff as needed. All staff are responsible for creating a climate where colleagues who need time away or other support feel able to ask for it. A senior member of staff will speak to all members of staff who have been involved in a significant incident before the end of the day to see how they are and to ascertain whether further support is needed. Staff within the school have access to a number of avenues for additional support – see appendix 4

6.3 De-briefing & Review

Following on from a significant incident, it is important for staff to have the opportunity to review the sequence of events. This discussion will happen within 24 hours of the incident, but not whilst members of staff are distressed in the immediate aftermath. The aims of the process are:

- to talk about what happened without a culture of blame
- to discuss the underlying triggers or issues that might have led to the incident
- to review the proactive strategies used and why they were not effective

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- to analyse the reactive and/or restrictive strategies used and assess if they were appropriate, proportionate and effective
- to review the PBS plan for the pupil concerned
- to learn from the incident and put the best possible support in place for the pupil in the future
- to review the safety and wellbeing of other pupils in the class and identify further action to support them
- to review the safety and wellbeing of staff involved and identify any further action to support them

The review must be conducted by a senior member of staff and a PBS coach, using the Durants School Post Incident Support & Debrief Form. A record of the meeting, with any actions clearly set out with timescales for their completion, will be given to the Headteacher for signature and copies placed on the pupil's file as well as the Incident file. A more regular programme of support may be required where staff are working in particularly challenging environments that result in a high frequency of serious incidents.

6.4 Psychological First Aid

Members of SLT involved in supporting and de-briefing others should be familiar with and use the principles of psychological first aid. The aim of psychological first aid is to facilitate the natural recovery process from a stressful experience. The table below outlines the principles of psychological first aid and some questions/helpful words to use as appropriate to the incident.

| Principle | Aim |
|-----------------------|--|
| Promote Safety | Promoting a sense of safety is important following an incident. Communicate the actions or steps that have been or will be undertaken to remove or reduce the risk. |
| Promote Calm | Calming the situation and those involved is vital. Letting staff know there is no right or wrong way to be feeling can help to promote calm. Encourage staff to practice strategies to relieve any distress such as breathing exercises or taking a break. |
| Promote Connectedness | Build a sense of connection by reaching out to those affected or encouraging them to connect with family, friends or trusted |

colleagues. Check in with staff regularly after an incident and share information about support services that are available.

Promote Self-efficacy
Self-efficacy is the belief in one’s ability to influence important aspects of their life. Remind staff about their strengths and highlight what went well.

Promote Hope
Some people may have difficulties maintaining a positive outlook post-incident. Reassure them that their feelings are normal and help to identify actions and priorities moving forward.

7. Developing Positive Behaviour Support (PBS) Plans

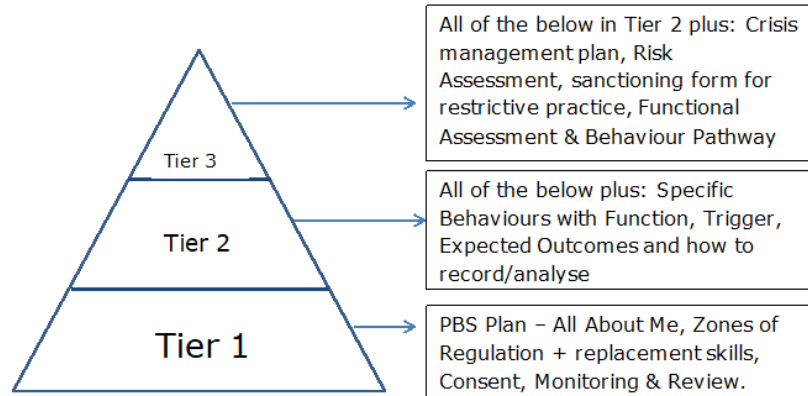
In order to fully incorporate the PBS values and framework across the school, all pupils at Durants will have a PBS plan that is written specifically for them and devised with their individual needs in mind.

PBS plans are essential written records of the pupil’s strengths, learning style and specific needs and the strategies that are best used to support both social behaviour and behaviour for learning. A PBS Plan will cover all activities in which the pupil is likely to take part whether on or off site. They are written by the class teacher with support from a trained PBS coach and are based on the knowledge and observations of all adults who work with the pupil in school as well as the pupil’s parents. Where appropriate a member of staff trained in functional behaviour assessment will provide support. Advice from other professionals such as OTs, SALTs, Psychologists or Psychiatrists will inform the discussion. A detailed Guidance Checklist (see appendix 3) has been developed to provide teachers with specific information on what to include in each section of the PBS plan.

Where a pupil is able to express their views on PBS plans these views will also be taken into account and their participation noted. If they are not able to participate then staff will make decisions in the pupil’s best interests and this will be noted on the document.

At Durants, we have developed a three-tiered approach to writing PBS plans, to allow for more detailed analysis and information depending on the level of need and specific input required. The diagram below represents an overview of the analysis and information that is expected for each tier of the PBS plans;

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As part of the process of developing or reviewing a PBS plan it may become apparent that a referral to external services would be helpful. In this case the Headteacher/ Deputy Headteacher will follow up.

PBS plans are 'live' documents and should therefore be reviewed and updated as often as necessary. After each update the changes must be discussed with parents and their agreement indicated by a signature on the revised plan at the nearest available opportunity.

8. Recording, monitoring & evaluation

The use of data to continually monitor and evaluate the effectiveness of support is a key principle of the PBS framework and as such, we have developed a range of systems and procedures to ensure that this takes place at Durants. This enables us to ensure that pupils needs are valued and met and staff are continually evaluating their practice to provide the best support possible.

8.1 Individual Pupils

- PBS plans are kept on class files and are shown to any member of staff working with an individual
- PBS plans are reviewed and amended at least termly and discussed with parents at Annual Reviews. Discussions are recorded on the review paperwork.
- Individual behaviour logs are recorded online (Google Forms) by any member of staff working with the individual and monitored and evaluated by the class teacher and team. The senior leadership team (HT, DHT, AHTs) and Behaviour Coordinator have access to the individual behaviour logs for all pupils in the school. Heads of Department have access to the individual behaviour logs of each pupil within their own department.
- Incidents of concerning behaviour/ safeguarding concerns are recorded on CPOMS or the appropriate form on the same day the incident takes place and are monitored by the school's safeguarding team.
- Where a restrictive physical intervention has been used it must be clearly recorded on the online behaviour logs. These interventions will be continually monitored and evaluated by the senior leadership team, PRICE trainers and Behaviour Coordinator.
- Individual pupil concerns are discussed regularly at Department meetings and Senior Leadership Team meetings to consider whether the pupils needs are being met. The Behaviour Coordinator will be notified of specific concerns regarding behaviour and will ensure that actions are identified and followed up. These meetings are minuted and the minutes shared with staff, professionals and parents where appropriate.
- As part of this process the senior leadership team will review the frequency, duration and type of intervention used for individual pupils and whether there is evidence that the strategies being used are effective and appropriate. If necessary, further actions will be identified to support the team working with the pupil to amend or adapt their practice to more effectively support the pupils needs.

- Where possible, pupils will be involved in discussion of their behaviour and PBS plans. Where this is not possible, staff will make decisions in the best interests of the pupil.

8.2 Whole school monitoring and evaluation

- The Headteacher and Behaviour Coordinator continually monitor and assess their staff's understanding of PBS and their compliance with the systems set out in this policy and in the associated guidance documentation.
- The Behaviour Coordinator collates and analyses information from the online behaviour logs each term to look for patterns and trends over time and to see whether any key group or individuals are making more or less progress than expected.
- The Behaviour Coordinator collates and analyses information regarding the use of restrictive practice over a two week period on an annual basis to demonstrate and ensure the continual reduction in use of restrictive practice over time.
- The Behaviour Coordinator and senior leadership team will carry out an annual PBS Audit for the whole school, to evaluate PBS provision and effectiveness. An action plan will be developed following on from this to develop practice, policies and systems.
- Learning Walks take place periodically throughout the school and the focus of these may include behaviour. The purpose of this will be to monitor and develop the effectiveness of PBS within the school.
- Parents are asked for their views on their child's behaviour and the PBS plan at Annual Reviews and/or other meetings throughout the year.
- Pupil and parent questionnaires include questions about behaviour across the school.
- This policy and other policies relating to PBS are regularly reviewed and updated with reference to government legislation and guidance from the British Institute of Learning Disabilities (BILD).

9. Supporting and Training Staff

Information on PBS and PRICE is provided during the recruitment process and interviews include questions and/or tasks designed to ensure that prospective staff are aware of the values and ethos and are able to work within the PBS framework.

All staff receive regular behaviour support training led by trained fully accredited PRICE trainers or PBS Coaches.

- Induction training for staff covers the principles of PBS and PRICE.

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- Further training in PBS and PRICE takes place during the first year of service and following this there will be an annual refresher. All training records are kept on a central register. The register includes instruction qualifications and a record of all staff trained at each level.
- Training in PBS is included in the wider staff development programme and can be requested at teacher appraisal or as part of the progression scheme for permanent TAs.
- Staff will be formally assessed during training and informally during practice, with additional input arranged where necessary.
- All staff working with a pupil should be familiar with their PBS plan and receive relevant guidance or training in order to carry out the strategies identified within the plan effectively.
- The Headteacher will ensure that appropriately trained staff are deployed to the team in the light of PBS plans for each class. Additional training may be identified and arranged for the team if needed.
- The Senior Leadership Team, trained PBS Coaches, PRICE trainers, OT and SALT assigned to Durants School are all available to advise and support staff as needed.
- PBS resources for training and assessment are collated by the Behaviour Coordinator and PBS Coaches and stored on the Planning Drive.
- Staff within the school have access to a number of alternative avenues for emotional support and well-being (see appendix 4)
- If staff feel they need additional training or practical or emotional support they should seek help at the earliest possible stage, particularly when experience stress or anxiety when working with pupils. The ability to seek help and support is seen as a sign of professional strength.
- If any member of staff believes that a colleague needs support or guidance they are expected to encourage them to seek help and to learn from each other's practice. Alternatively, a concerned colleague should approach a line manager. This is a safeguarding responsibility.

10. Working With Families & Other Agencies

Effective PBS can only take place as part of a team process, where all those involved with supporting the individual are able to contribute to and participate in the PBS plan. At Durants we recognise the need to work closely with families and other agencies to ensure we understand the needs of our pupils and that these needs are met throughout the day.

10.1 Working with families

At Durants, we believe that pupils will only achieve the best possible outcomes when the school and family work closely together. We aim to achieve this by ensuring that;

- Within Annual Reviews and other meetings, staff aim for genuine discussions with parents so that everyone's knowledge of the pupil can lead to the best PBS plans for education and behaviour support.
- Parents are given the opportunity to meet with the class teacher to discuss behaviours of concern and to agree shared strategies.
- Staff use home-school communication books to update parents on a daily basis of their child's progress and any behaviours of concern that may have arisen throughout the day.
- Parents are encouraged to keep the school informed of any situations (such as changes in family circumstances or health issues) that may impact on behaviour or wellbeing.
- The Family Support worker and Behaviour Coordinator are always willing and available to discuss behaviour with parents and, where appropriate, may organise workshops covering different strategies and approaches. The Family Support worker will also signpost appropriate courses and resources to parents.

10.2 Working with other agencies

At Durants we believe strongly in developing strong working partnerships with other agencies and seeking specialist advice and expertise to better teach, support and care for our pupils. This includes;

- Working with social workers and carers to ensure that all pupils, including looked after children, have the best possible education and care.
- Attending CIN meetings and LAC reviews to update on pupil progress and achievements as well as any areas of concern.

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- Drawing on advice from and regularly updating medical professionals (school nurse, GP, Paediatrician, Dietician, Psychiatrist, Clinical Psychologist) regarding medical issues that may have an effect on pupil behaviour and/or wellbeing.
- Seeking advice and support from an Occupational Therapist, including direct contact with pupils who require specialist input where possible. This may include developing and training staff to implement specific sensory programmes to support self-help skills and addressing sensory preferences.
- Seeking advice and support from Speech and Language Therapists to enhance and develop pupils' communication skills. As behaviour is seen as a form of communication it is important to teach pupils alternative ways to communicate their needs and feelings, without exhibiting behaviours of concern. Speech and Language Therapists may provide specific advice or a written programme for classroom staff to implement.
- Seeking advice and support from Educational Psychologists, in particular to support with assessment and analysis of behaviour. Staff will work with the EP to review the function of behaviour and to plan strategies to support positive behaviour.

The school follows the London Borough of Enfield protocol for information sharing by sharing information with those who have a right to know that information in the pupil's best interest, by seeking permission to share information when required, by storing information safely and by maintaining confidentiality when information does not need to be shared.

11. Responding to Concerns & Complaints

The school encourages families, carers, pupils, staff and other professionals to share any concerns so that we can work together to agree a resolution. Where it is not possible to agree a resolution informally, complaints should be made to the Headteacher in the first instance, in compliance with the normal complaints process (see Durants School Complaints Policy).

APPENDICES

Appendix 1 – Context

This policy was written with reference to:

- Training documents provided by the British Institute of Learning Disabilities as part of training in Positive Behaviour Support
- The Education Act (1996)
- DfE Behaviour and Discipline in Schools (January 2016)
- DfE/DoH Special educational needs and disability code of practice: 0 to 25 years
- DCSF Guidance for Safer Working Practice for Adults who work with Children and Young People in Education settings (October 2015)
- DfE Use of Reasonable Force Advice for head teachers, staff and governing bodies (July 2013)
- DoH & DfES Guidance for Restrictive Physical Interventions. How to provide safe services for people with Learning Disabilities and Autistic Spectrum Disorder (2002)
- DfE Keeping Children Safe in Education (September 2019)
- DfE Mental Health and Behaviour in Schools (November 2018)
- DfE Searching, screening and confiscation. Advice for headteachers, school staff and governing bodies (February 2014)
- BILD Code of Practice (2014)
- DfE/DHSC Reducing the Need for Restraint and Restrictive Intervention (June 2019)
- Ofsted – Positive environments where children can flourish (March 2018)

Appendix 2 – Legal Powers

Section 93 of the Education and Inspections Act 2006 allows the use of reasonable force to:

- prevent or stop the committing of any offence by a pupil;
- prevent or stop personal injury to, or damage to the property of any person (including the pupil themselves) by a pupil; or
- prevent or stop a pupil prejudicing the maintenance good order and discipline.

Power to Search Pupils without consent

Headteachers and staff can use reasonable force to conduct a search for the following 'prohibited items':

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Force cannot be used to search for other items which are banned under school rules.

Corporal punishment is illegal and will never be used.

Appendix 3 – PBS Plan Guidance Checklist

| All About Me | | |
|----------------------------------|---|--|
| Communication | Preferred communication method(s) | |
| | Ability to process instructions/ information | |
| | Communication aids required (photographs, symbols etc.) | |
| | Guidance for how staff should communicate with the young person | |
| | Relevant information from SALT is included | |
| Learning Style | Requirements to access learning effectively (e.g. seating position) | |
| | Optimal focus/engagement time | |
| | Support staff should provide to assist learning | |
| | Visual/Auditory/Kinaesthetic preferences | |
| Sensory Needs/Preferences | Description of sensory preferences (visual/ auditory/ tactile/ taste/ smell/ proprioceptive/ vestibular/ interoception) | |
| Support & Regulation | | |
| What it looks like | Clear and concise description of young person’s characteristics specific to that zone including: facial expressions, gestures/physical cues, vocalisations, words/phrases | |
| What I need | How staff should communicate with the young person | |
| | Environmental changes that can support the young person | |
| | How to modify/avoid specific triggers to support the young person | |
| | Early indicators for behaviours of concern (Blue/Yellow zone) | |
| | “First Resort” reactive strategies to respond safely if behaviours cannot be avoided | |
| | Restrictive practices that may need to be used as a <u>last resort</u> | |
| Replacement Skill | Detailed description of strategies being taught to replace and serve same function as behaviour of concern | |
| | Description of resources/support from staff required to support replacement skill | |
| Specific Behaviours | | |
| Behaviour | Clear and accurate description of behaviour of concern specific to the young person | |
| | Identify the Zone(s) in which the behaviour most commonly occurs | |
| Trigger(s) | Conditions or events/actions that make it more likely the behaviour will occur | |
| Function | What is/are the most likely function(s) of the behaviour: Sensory/ Escape/ Attention/ Tangible/ Pain or discomfort | |
| | Positive interaction strategies | |
| | Communication methods to support the young person | |
| | Environmental adaptations to meet young person’s needs | |

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| | | |
|-------------------------------------|--|--|
| Proactive Strategies | How to modify/avoid specific triggers to reduce likelihood of behaviour occurring | |
| | Replacement skills being taught to replace behaviour of concern | |
| Reactive Strategies | How to respond safely to behaviour of concern | |
| | First resort, non-restrictive strategies | |
| | Specific verbal and non-verbal strategies described so staff are implementing consistently | |
| Restrictive Strategies | Last resort strategies – least restrictive strategy to be used for minimum amount of time | |
| Recovery & De-escalation | Guidelines for post-incident support for young person and staff (social stories, rewards for following instructions etc) | |
| Expected Outcomes | Short, medium and/or long-term targets for young person | |
| | Target(s) focussed on developing young person's quality of life/well-being | |
| | Measurable outcome (time-frame, no. of behaviour per week to decrease etc) | |
| Recording | How and where will behaviour incidents be recorded | |

Appendix 4 – Sources of support for staff

There is plenty of support available in school from colleagues and line managers. However, if you have concerns and wish to seek external support, these helplines and support groups can offer expert advice;

- **Anxiety UK:** Charity providing support if you have been diagnosed with an anxiety condition. Phone: 03444 775 774 (Monday to Friday, 9.30am to 5.30pm) Website: www.anxietyuk.org.uk
- **CALM** is the Campaign Against Living Miserably: for men aged 15 to 35. Phone: 0800 58 58 58 (daily, 5pm to midnight). Website: www.thecalmzone.net
- **Mental Health Foundation:** Provides information and support for anyone with mental health problems or learning disabilities. Website: www.mentalhealth.org.uk
- **Mind:** Promotes the views and needs of people with mental health problems. Phone: 0300 123 3393 (Monday to Friday, 9am to 6pm). Website: www.mind.org.uk
- **Samaritans:** Confidential support for people experiencing feelings of distress or despair. Phone: 116 123 (free 24-hour helpline). Website: www.samaritans.org.uk
- **SANE:** Emotional support, information and guidance for people affected by mental illness, their families and carers. SANEline: 0300 304 7000 (daily, 4.30pm to 10.30pm) Textcare: comfort and care via text message, sent when the person needs it most: www.sane.org.uk/textcare. Peer support forum: www.sane.org.uk/supportforum. Website: www.sane.org.uk/suppor
- **YoungMinds:** Information on child and adolescent mental health. Services for parents and professionals. Phone: Parents' helpline 0808 802 5544 (Monday to Friday, 9.30am to 4pm). Website: www.youngminds.org.uk
- **NSPCC:** Children's charity dedicated to ending child abuse and child cruelty. Phone: 0800 1111 for Childline for children (24-hour helpline) 0808 800 5000 for adults concerned about a child (24-hour helpline). Website: www.nspcc.org.uk
- **Mencap:** Charity working with people with a learning disability, their families and carers. Phone: 0808 808 1111 (Monday to Friday, 9am to 5pm). Website: www.mencap.org.uk