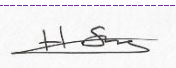


POSITIVE BEHAVIOUR SUPPORT POLICY



Wood Bank School

From strong roots we grow and blossom

Policy Ratified	September 2026
Review Date	September 2028
Signed (Headteacher)	
Signed (Chair of Governors)	

Philosophy and Ethos

At Wood Bank School we recognise that children learn best when they are safe, happy, calm and engaged in meaningful activity. This means that we work in partnership with parents, carers and external agencies to ensure that our environment, relationships and expectations promote positive behaviour for each child.

Human behaviour is very complex and can at times be highly challenging. For our children this complexity is further exacerbated by a range of factors including their cognitive, sensory, physical and emotional impairments. Therefore, each child's care and education must be informed by an understanding of their individual needs and how these impact upon how they learn, make sense of the world around them and communicate. Therefore a 'one size fits all' approach to behaviour support does not work within our school context. It should also be recognised that for some of our children, behaviours of concern will always be a part of their life and so the priority is to provide them with positive strategies to regulate and reduce these behaviours rather than endeavouring to remove them completely as this may be an unrealistic expectation.

When introducing any approach to behaviour its impact will not be instantaneous, patience is required, behaviour change takes time, particularly if the behaviours are strongly ingrained over a long period of time. As a school we aim to reduce these behaviours of concern and increase quality of life for our pupils. Sometimes chosen behaviour support strategies will prove to be successful but at other times ineffective. Therefore, ongoing reflection, analysis and discussions around the behaviour of individual children should form part of our daily practice.

Procedures/Practice

Aims:

- To provide a safe and supportive environment
- To assist pupils to flourish in a consistent, happy, caring and positive learning environment within the school where they feel safe, valued and respected
- To build good relationships with parents, carers and external agencies to develop a shared approach to Behaviour Support, working from the premise that behaviour is a communication.
- To encourage pupils to develop skills to regulate their feelings and emotions to make them in a position to access learning, to make positive choices and to engage in a positive way with their environment and develop their full potential
- To acknowledge that some behaviours are due to sensory needs and may require a different level of support
- To respect and celebrate difference
- To promote and raise self-esteem
- To practise within a human rights and person-centred framework
- To have an understanding and awareness of the needs of those being supported
- To plan and prioritise for the use of primary, secondary and non-restrictive tertiary strategies
- To, as a last resort, only use approved restrictive and non-restrictive practises and techniques
- To use reflective practise to change culture and reduce the use of restraint

Fostering positive behaviour

The aim of the school is one of encouragement and positivity. We recognise that small steps for some, are giant leaps for others and we celebrate our pupils' efforts and successes.

We strive to:

- Ensure expectations and responses are appropriate to the child's developmental level
- Ensure that all adults provide behaviour support that is emotionally and physically calm and controlled. That any form of communication is consistent, confident, assertive and respectful, maintaining the child's dignity at all times
- Be available to any staff member dealing with behaviours of concern by offering support
- Model alternative actions to replace behaviours of concern, e.g., teach child the appropriate method of communication to request their desires in place of behaviours of concern
- Give praise and attention to the behaviour that is desired
- Avoid discussing the child's behaviour with colleagues when in the presence of the child
- Work towards eliminating or reducing external or internal antecedents as a primary strategy, e.g., hunger, discomfort, fatigue, over/under stimulation
- Be aware of particular external triggers for individual children
- Know our children well and build excellent nurturing relationships with them
- Fully understand the function of the child's behaviour
- Communicate with them following their preferred method of communication
- Create opportunities for them to experience an increased quality of life
- See every small step towards appropriate behaviour as a success to be built upon
- Incorporate personal interests and favoured activities to naturally increase motivation
- Give praise and celebrate success in a way which is meaningful to the child
- Provide, where necessary, Positive Behaviour Support plans (PBS plans), created in collaboration with children (where appropriate) and shared with all caregivers and relevant agencies
- Provide sensory input and regulation strategies to support pupils to self-regulate
- To monitor plans continuously through data collection, this is to ensure PBS plans are effective and relevant

De-escalation and defusion skills

All staff should be alert to any changes in a child's behaviour, allowing them to recognise precursors for behaviours of concern to enable early intervention and de-escalation of a rising crisis. By sharing observations and information with colleagues, parents/carers and outside agencies, this will help to establish effective strategies that work well for individual children.

As a school, we have adopted the PRICE ethos. As a part of this we are guided by the following de-escalation and defusion techniques.

1 Structuring	2 Hypodermic Affection	3 Active Listening	4 Re-direct Reward	5. Planned Ignore
6 Distraction	7 Hurdle Help	8 Directive Statement	9 Teaching	10 Humour
11 Past Strengths Appeal	12 Prompting/Signalling	13 Proxemics	14 Boundary Setting	15 Permitting
16 Bouncing	17 Removal of Audience	18 Reflection Time	19 Leave Option	20 Stimulus Change
21 Consequences	22 Rewards	23 Silence	24 Strategic Capitulation	25 Do Nothing

These strategies are used in reaction to behaviours of concern, to reduce the use of restrictive practises and techniques. However, we do understand that there can be instances where restrictive practises are required.

Approved restrictive and non-restrictive practises and techniques

At Wood Bank, we follow the Protecting Rights In a Caring Environment (PRICE) principles. This is a whole setting, holistic approach based on reducing the use of restraint through understanding the root cause of behaviours of concern. As best practise, we adhere to Restraint Reduction Network (RRN) framework, this remains the benchmark for all quality and standard for all matters related to the use of restraint.

As a school, we have 6 in house PRICE trainers who support and educate staff in keeping everyone safe and adhering to the PRICE principles.

On occasion, however, incidents arise in school where staff need to respond to behaviours of concern by using restrictive and non-restrictive techniques to bring the incident to an end safely. This may be where there is:

- **Imminent risk of injury**
- **Imminent danger to life or safety**
- **Significant damage to property**

Even when one of the reasons above is met, the implementation of a restrictive technique must strictly adhere to the following three core principles:

- **Last Resort:** All non-physical, low arousal, and de-escalation strategies (such as distraction, diversion, or strategic capitulation) must be fully exhausted first.
- **Least Restrictive:** The technique chosen must be the lowest level of restriction necessary to safely manage the situation (e.g. a low arousal response rather than a Phase 2 Technique)
- **Proportionate:** The scale and duration of the physical intervention must match the severity of the threat and be applied for the shortest time possible.

Risk assessment of any situation will be continuous and approved restrictive techniques will only be used by qualified staff. Techniques and actions should follow the guidelines set out within the PRICE principles and training.

Following a restrictive technique, at an appropriate time and in ways appropriate to the child's level of understanding, he/she will be supported in a post incident debrief. Similarly, staff will be given the opportunity to create a reflective space and discuss the incident to prevent further use of restrictive techniques.

During a restrictive technique SLT should be called immediately via the radio system.

If a restrictive technique has taken place, you **must:**

- **Record** it in the Serious Incident, Restraint and Restriction Book
- **Report** it to Jenna Port (Headteacher and Restraint Reduction Lead)
- **Relay** the incident to the parent/carer

All staff are responsible and have a duty of care for the children at Wood Bank. In supporting behaviour, all interventions should always be in the best interests of the child and ensure that the dignity and safety of both child and staff is maintained at all times.

Responsibilities for Leading, Monitoring & Evaluating

Our Restraint Reduction Lead/Headteacher (Jenna Port) the PRICE team and Behaviour Data Lead (Grace Williams) are responsible for leading, monitoring and evaluating this area through;

- Regular whole school behaviour analysis of individuals, which is shared with SLT and the Board of Governors
- Providing support to staff and children through ongoing assessment, dialogue, scheduled meetings and the reviewing of PBS plans
- Overseeing the successful implementation of the Whole School Behaviour Support Protocol (see below)

Whole School Positive Behaviour Support Protocol

PBS is a values-led approach that places primary focus on the proactive meeting of a child's needs as a means to increase their quality of life, and in turn, reduce behaviours of concern. PBS is an approach that can be applied at a systems level, through the creation and adaptation of physical, interpersonal and programmatic environments that meet and support the needs of all in a setting. This is something we aim for at Wood Bank as an ongoing priority through, for example, the integration of sensory classrooms, continuous upskilling of our staff team, and a total-communication approach.

While we aim to meet the needs of all children in our setting through this system-wide PBS model, we understand that some children may require further person-centred and bespoke assessment and support, especially in relation to behaviour of concern. Where this is the case, and dependent on their need, children are supported via the steps outlined below.

STEP 1) IDENTIFY NEED & FUNCTIONAL BEHAVIOUR ASSESSMENT

Children identified as requiring further support are flagged to SLT through a Pupil Needs Assessment referral, completed by class teachers or teams. This information is reviewed, and where appropriate, a Functional Behaviour Assessment (FBA) is conducted by the Behaviour Data Lead. This assessment process includes the collection of person-centred data regarding behaviours of concern at school, direct observation, the reviewing of available documentation and structured interviews with key adults that know the child well (e.g., parents/carers, familiar staff). This assessment aims to determine the root function of a child's behaviour of concern, and is the most important step in supporting behaviour of concern and PBS planning.

Bespoke assessment and PBS planning are likely to be required if a child is engaging in behaviours of concern that significantly:

- **Impact upon their physical or emotional safety, and that of those around them**
- **Decreases their quality of life, and the quality of life of those around them, and their ability to participate meaningfully**

If a child is engaging in emergent behaviours of concern that may require early intervention, but do not meet the above threshold, they will be supported through a brief functional behaviour assessment and brief PBS plan.

STEP 2) BESPOKE PBS PLANNING

After the Functional Behaviour Assessment is completed and based on its findings, the Behaviour Data Lead will develop a person-centred PBS plan that aims to effectively meet the needs of the child. Again, this plan aims to be proactive, using primary PRICE strategies as a priority, to prevent and reduce the likelihood of behaviours of concern occurring. The plan will also include guidance for adults supporting a child to understand early warning signs for behaviour of concern, and strategies to react and de-escalate behaviours of concern using non-restrictive techniques as a priority. Restrictive techniques will only be used as an absolute last resort.

As a part of PBS planning, where appropriate, children will receive bespoke skills teaching as a means to support them replace behaviours of concern with alternative behaviours.

A PBS plan must be agreed and signed by the following people:

Headteacher

Restraint Reduction Lead

Behaviour Data Lead

Parent/Carer

It is the responsibility of the school RRL and the Behaviour Data Lead to write the Positive Behaviour Support Plan using the designated pro-forma. As part of the assessment the Behaviour Data Lead may also want to seek advice from other professionals or parents. Occasionally during consultation there may be differences of opinion around how best to support behaviour. However following consultation, it is essential that **all** staff working with the child are united in their use of the plan in order to maximise its effectiveness.

STEP 3) PARENT CONSENT

In the case of PBS plans, the parent/carers will be contacted to inform them of the new plan and send home a copy for signing.

STEP 4) COMMUNICATE WITH STAFF TEAM

The staff teams supporting a child in receipt of PBS planning will receive full and ongoing training on the implementation of plans, and data will be collected and monitored by the Behaviour Data Lead regarding this. Additionally, PBS plans are live documents, and will be updated as and when appropriate, and updates shared and trained with the staff team. Staff are expected to implement the PBS plan as written, consistently, in order to fully meet the needs of the child being supported.

Staff support

Staff at Wood Bank School can expect to be supported in their work when working with children regarding behaviour. Staff should be able to talk about any particular difficulties they are experiencing with behaviour and receive a supportive response from:

- Restraint Reduction Lead
- PRICE Trainer Team
- Behaviour Data Lead
- Senior Leadership Team
- Class Teams
- Colleagues

Support for parents/carers

Parents/Carers are made aware of the Positive Behaviour Support Policy and a copy is available on the school website.

- Parents/Carers will be informed of particular concerns about their child's behaviour.
- Parents/Carers and relevant outside agencies e.g. Learning Disabilities Team/Social Services will be informed of any behaviours of concern as soon as possible.
- Parents/Carers can request support with behaviour at home from their child's Class Teacher, Jenna Port (Restraint Reduction Lead), Grace Williams (Behaviour Data Lead) and Kym Lockett (Family Support Workers)

Exclusion

Here at Wood Bank, we understand that children need support with their behaviour as they cannot always control their emotions and understand how they are feeling. We strongly believe that children should not be excluded from our school unless we have exhausted all options and there is no other way forward.

In order to support our children so it doesn't reach this point, we have developed areas within our school to support our children with their sensory and emotional regulation needs. We have created a bespoke curriculum to meet the diverse needs of our pupils, upskilled staff into specialist roles and have adapted the classroom environments to better meet the needs of all pupils. Our staff team also work continuously to build positive and trusting relationships with our children, this enables them to have more honest and open conversations to allow children to feel safe and supported.

If an exclusion is deemed appropriate then the Headteacher will contact the Local Authority.