



Positive Behaviour Support Policy

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

Date Published	September 20
Version	2
Approved Date	October 2022
Review Cycle	Annually
Review Date	October 2023

An academy within:



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



1. Statement of Intent

1.1. Kelford has high expectations of pupils' conduct and behaviour, which are commonly understood by staff and students and applied consistently and fairly, to help establish a safe, secure and positive environment where students can grow and be the best they can be; free from bullying, physical threats, abuse and intimidation To achieve this, we adopt a proactive 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. Kelford is committed to the recently agreed Nexus Trust Core Principles:

- An understanding that behaviour is a form of communication
- Kelford is a safe place to make mistakes where every day is a new day
- A restorative approach applied consistently
- We work towards the aim of students becoming functioning and valued 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:

- 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 (2022) Keeping Children Safe in Education
- HM Government (2019) Reducing the Need for Restraint and Restrictive Intervention
- DfE (2022) 'Behaviour in Schools'
- DfE (2022) 'Consultation on Revised Behaviour in Schools Guidance and Suspension and Permanent Exclusion Guidance'
- DfE (2022) 'Revised Behaviour in Schools Guidance and Suspension and Permanent Exclusion Guidance: Government response to consultation'



3. Roles & Responsibilities

3.1. Local governors

- 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 Coordinator will

- 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 alongside Positive Behaviour Support Coaches in managing a case load of students referred for targeted intervention.
 - 3.3.4. To complete functional assessments to identify the function of behaviours of concern
 - 3.3.5. Support the listening and learning of students and staff, analysing and monitoring incidents where Team Teach techniques have been used or where there is a number of incidents or concerns about behaviour.
- 3.4. 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. **Staff will**

- 3.4.1. Adhere to this policy
- 3.4.2. Co-produce Positive Behaviour Support Plans including Zones of Regulation
- 3.4.3. Promote a high-quality supporting learning environment.



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 school, 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. 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 Team Teach RPIs used should be agreed 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. Team Teach techniques seek to avoid injury to the student,



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 student remains safe.

5. Staff Training

- 5.1. As part of the induction process staff will receive an introduction to PBS including Zones of Regulation (see appendix B) Staff will attend Team Teach training with refreshers as required. The PBS Coordinators will lead staff training sessions focusing on the PBS ethos, modelling and refreshers relating to observed needs and issues recognised through reporting and monitoring.

6. Positive Behaviour Support Plans

- 6.1. All students will have a One-Page Profile (see appendix A). Students receiving targeted support will have a co-produced Positive Behaviour Support Plan. This is a working document that will be reviewed and signed annually by students (where relevant), families and school during the annual review process.

7. Reporting Incidents

- 7.1 Incidents are reported on BehaviourSmart using the software to log a detailed account of the behaviour including antecedents, de-escalation and post incident restorative work. The Positive Behaviour Lead, Senior Staff and Teachers will use the information to analyse patterns, understand functions and develop proactive and supportive approaches. If required a referral can be made for more intensive support.

8. Post Incident Support

- 8.1. Following an RPI staff can request the ‘recovery’ phase to be facilitated by the PBS Coordinator, PBS coaches or members of SLT. All RPIs must be reported to families on the day of the RPI. Post incident debriefs will be facilitated by the Positive Behaviour Support Lead, coaches or member of the SLT.



9. Reward and Positive Recognition

9.1. We acknowledge that good behaviour will encourage repetition of that behavior. We reward students in a variety of ways including:

- Verbal praise.
- Communicating praise to parents.
- Certificates
- Positions of responsibility, e.g. MP

10. Complaints

10.1. 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 PRI. All complaints regarding the use of PI or PRI force 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 A One Page Profile

Pupil.....

Dislikes	Likes
----------	-------

Photo

My Zones of regulation

Blue- What does this look like?	Staff response
Green- What does this look like?	Staff response
Red - What does this look like?	Staff response
Amber- What does this look like?	Staff response



Appendix B Zones of Regulation

The Zones of Regulation

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

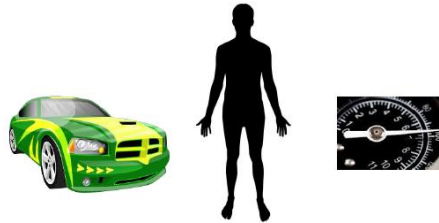
Why do we use zones of regulation?

- 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

Your body works like a car engine.



Sometimes it runs on **low speed**.

Sometimes it runs on **high speed**.

Sometimes it runs **just right**.



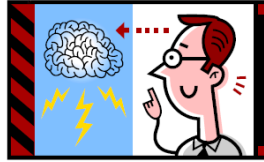
Your brain controls the body “engine” through
the neurons, the spinal cord, and nerves.



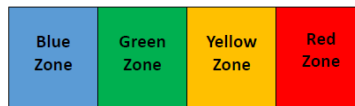


Appendix B Zones of Regulation

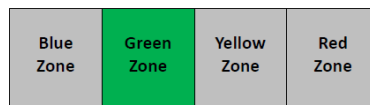
Your brain makes your body
feel and act different ways.



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 ...





Appendix B Zones of Regulation

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

Blue Zone	Green Zone	Yellow Zone	Red Zone
------------------	------------	-------------	----------

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
-----------	------------	--------------------	----------

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
--------------	---------------	----------------	-------------

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.





Appendix B Zones of Regulation

Mad or angry may look like this ...



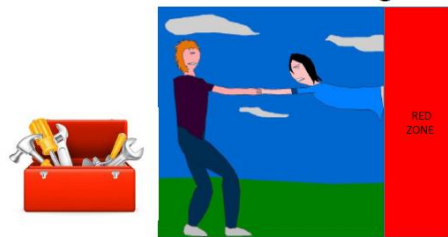
Out of Control "Too Silly" may look like ...



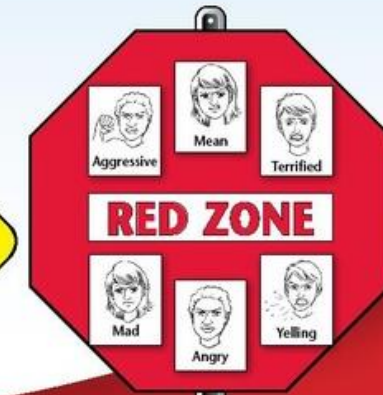
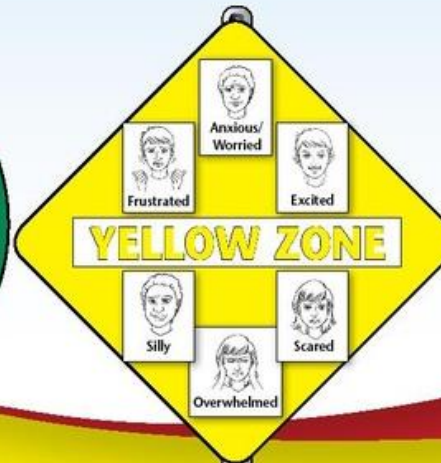
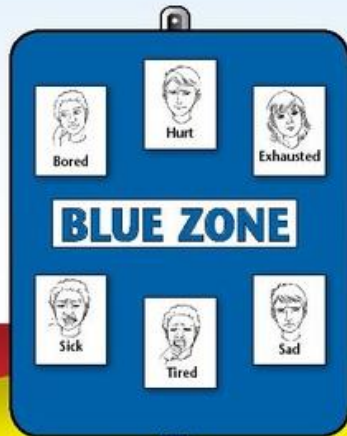
In the **RED ZONE**,
your body engine is
running on **high speed**.
You have trouble making
good decisions and must **STOP**.



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



THE ZONES OF REGULATION®



Blue Zone Tools

Green Zone Tools

Yellow Zone Tools

Red Zone Tools



Adapted from The
Communication
Trust 'Cracking the
Code'



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.

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

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