



Behaviour Policy

Appendix to the Trust Behaviour Policy

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Review Cycle	Annual
Review Date	October 2026

An academy within:



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



1. Aims

1.1. This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline how **pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **recognition and supporting behaviours of concern**

1.2. Our school aims to:

- Improving and maintain quality of life.
- Recognising all behaviours of concern are communicating that something is compromising the students' quality of life.
- Provide a calm, positive learning environment which is a safe and healthy environment for all.
- Recognise and celebrate all successes.
- Promote reflective practices.
- Develop independent and confident pupils.
- Create and maintain a secure and nurturing environment that allows open and honest communication.
- Create resilient learners.
- Create a culture whereby children and young people continue to learn life-long skills relating to their social and emotional development.

2. Legislation And Statutory Requirements

2.1. This policy is based on advice from the Government on:

- 2.1.1. Behaviour in schools. Advice for Headteachers and school staff (February 2024)
- 2.1.2. Suspension and permanent Exclusion Guidance (August 2024)
- 2.1.3. The Education and Inspections Act (2006) sections 89 and 93;
- 2.1.4. Behaviour and Discipline in Schools: Advice for Head teachers and school staff (January 2016);
- 2.1.5. Physical interventions: a policy framework
- 2.1.6. Positive and proactive care: reducing the need for restrictive physical interventions (April 2014)



- 2.1.7. Behaviour and discipline in schools – Guidance for governing bodies (September 2015)
 - 2.1.8. Equality Act (2010) part 6, chapter 1
 - 2.1.9. Ensuring quality services
 - 2.1.10. School teachers pay and conditions
 - 2.1.11. Guidance on the use of restrictive physical interventions for pupils with severe behavioural difficulties
 - 2.1.12. Use of reasonable force (2013)
 - 2.1.13. Ofsted Positive Environments Where Children can Flourish (October 2021)
- 2.2. It is also based on the special educational needs and disability (SEND) code of practice.
- 2.3. This policy complies with our funding agreement and articles of association.

3. Rationale

- 3.1. This policy underpins our commitment to ensuring that Hilltop School is a community in which all people are respected and enabled to grow as learners in a safe, caring and stimulating environment. In its implementation of this policy Hilltop school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND).
- 3.2. This local policy falls under the overarching remit of the Nexus MAT Behaviour Policy.

4. Evidence Based Practice

- 4.1. This policy is based on Team Teach methodology (<http://www.teamteach.co.uk/>) and also draws on the principles of restorative practice and positive behaviour support.



5. Functions of behaviour

5.1 All staff should aim to understand the purpose of and reason for each individual's behaviour. When trying to understand this we must be aware of our own personal experiences and viewpoints and that these are not necessarily shared by the pupils we work with.

5.2. The function of a behaviour may be linked to a particular need, syndrome or disability and therefore we must ensure we do not discriminate against a child when addressing these. For some pupils the function may be very difficult to discover, often for pupils with autism spectrum condition (ASC) it may be linked to a lack of sensory integration. Any rewards or consequences should be linked to the individual's behaviour and level of understanding. What is a negative consequence for one pupil may be a reward for another and this should be carefully considered.

5.3. The consequences for inappropriate behaviour should be outlined on the pupil's behaviour plan (see recording and reporting). It is important to recognise that positive consequences can also be reinforced.

6. Good behaviour at school

6.1 All adults have a responsibility to implement whole school behaviour policy and to set a good example by modelling appropriate behaviours wherever they are in the school and whatever they are doing. Modelling ideal and expected behaviours will provide our learners with a positive model on which they can base their own actions.

6.2. In conjunction with the Behaviour Leads Network, Nexus have developed Guiding Principles which provide an over-arching ethos within all Nexus settings.

6.2.1. Trust academies use a restorative approach.

6.2.2. Trust academies use a consistent level of response as part of an agreed whole school positive approach to how behaviour is managed.

6.2.3. Trust academies model positive behaviour.

6.2.4. Trust academies acknowledge that behaviour is a form of communication.

6.2.5. Trust academies acknowledge that every day is a new day.

6.2.6. Trust academies are a safe place to make mistakes.



6.2.7. We are teaching our students to become functioning members of adult society and understand that to change an individual's behaviour may require highly structured support and take time.

7. Encouraging good behaviour

7.1. At Hilltop we consider that praise and recognition are important, and should have a considerable emphasis in school, giving pupils recognition for their effort in work and their positive contribution to school life. It is expected that good standards of behaviour will be encouraged through consistent application of our school values and rules. It is important that the pupils themselves become responsible for the management of their own emotions and behaviour.

7.2. Positive Behaviour will be recognised with such things as:

- Praise.
- Stickers.
- Letters or phone calls home to parents / carers.
- Special responsibilities / privileges.
- Letters home.
- Reward enrichment activities.
- Certificates and proud awards.

7.3. Informal Rewards Include:

- Smiles/positive eye contact/gestures.
- Targeted praise statements to the pupil or groups of pupils.
- Peer group praise, both spontaneous and planned.
- Direct positive praise home to parents.
- Sharing good work and behaviour with peers/adults/senior staff.
- Written comment on work/in books.
- Displaying good work.
- Work towards an activity chosen by the pupil.
- Recognition and celebration of learning and behaviour in assembly.

7.4. We are currently exploring a whole school reward system based on our PROUD values and 'calm, safe, kind'.

7.5. At Nexus MAT we aim to encourage good behaviour by:



- 7.5.1. Offering every child and their family support to ensure every child feels safe and cared for. Each class team will strive to build relationships with families as well as to liaise with professionals in achieving the best outcomes for each learner.
- 7.5.2. Demonstrating and encouraging kindness.
- 7.5.3. Modelling, explaining, forming and practising class rules alongside learners to offer them ownership of their rules.
- 7.5.4. Ensuring we deliver an "Emotionally Literate" curriculum where self-esteem and self-control are fostered in order to enable our learners to become more socially and educationally successful.
- 7.5.5. Addressing any incidents of bullying in a timely manner (to read in conjunction with a school's Anti Bullying Policy).
- 7.5.6. Talking with children about the decisions which affect them so they are aware of, and can take ownership of what will happen.
- 7.5.7. Adopting a child centred, personalised curriculum which includes a "Total Communication" approach and that encompasses all learning styles.
- 7.5.8. Recognising, acknowledging, reaffirming and celebrating when learners show expected behaviour in all areas of their school life.
- 7.5.9. Encouraging learners to be responsible and to take responsibility for all they do.
- 7.5.10. Celebrating our successes, no matter how small they may be and in a way which acknowledges and celebrates the significant successes of every child.
- 7.5.11. Rewarding good behaviour through the use of rewards which have been personalised so they are meaningful to each learner.
- 7.5.12. Holding assemblies / events where success can be shared and celebrated.
- 7.5.13. Ensuring any criticism is constructive, restorative and fair with the overall focus being one of "making a good choice" or "making the correct decision".
- 7.5.14. Making sure we are fair and consistent both in what we ask of and expect from our learners according to his or her individual needs.
- 7.5.15. Recognising opportunities for learners to improve their behaviour in a positive manner.
- 7.5.16. Planning and organising the school environment, classroom and curriculum so that learners are interested and involved in their work.
- 7.5.17. Ensuring transition times are well thought through, planned accordingly and communicated with learners in a sensitive and timely manner.
- 7.5.18. Communicating with parents in order to celebrate children's successes and help further improve their behaviour.
- 7.5.19. Engaging with the services offered by the full range of outside agencies to support families in encouraging positive behaviour and the setting of boundaries.



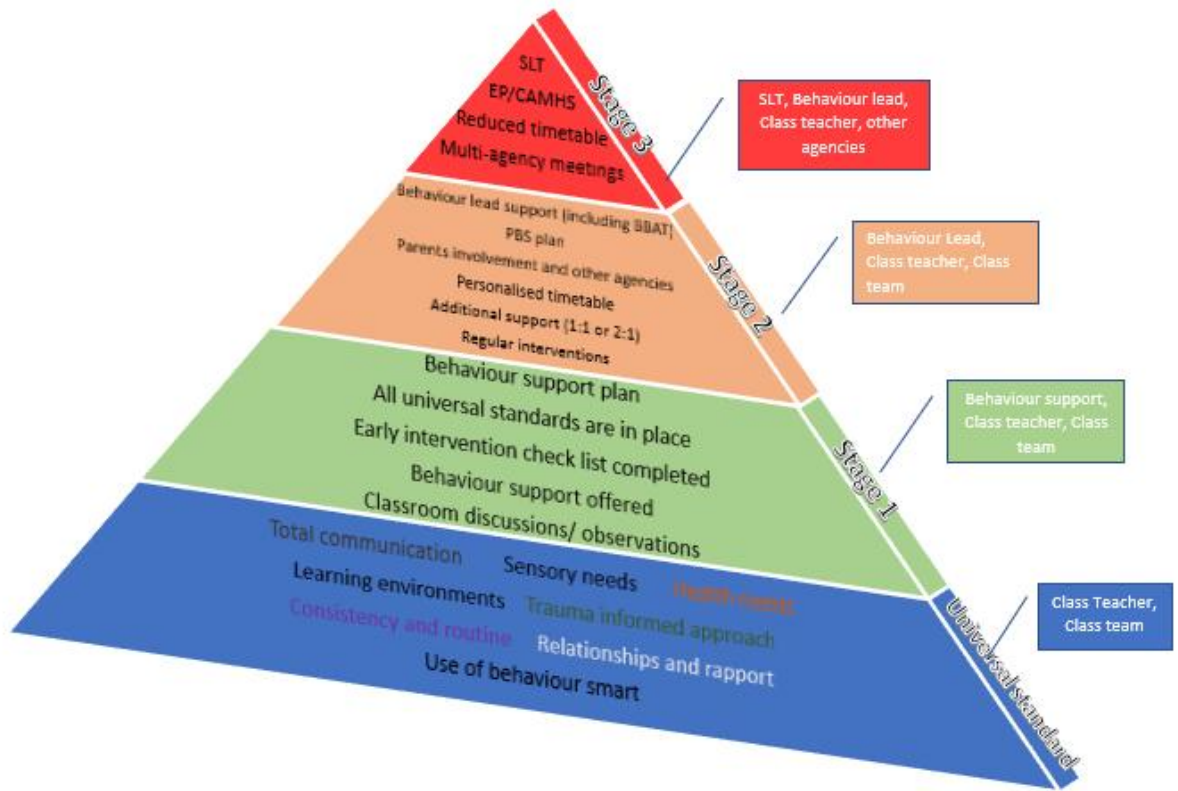
De-escalation:

De-escalation is used to describe how we would reduce the level or intensity of a given behaviour and it accounts for a considerable part of behaviour management at Nexus. Staff develop excellent working relationships with pupils and have in depth knowledge about their needs through collecting and sharing relevant information. Staff observe pupil's behaviour and aim to intervene early using tried and tested de-escalation techniques allowing staff to minimise risk for themselves and others around them. De-escalation techniques are often very subtle and may even be missed by people who are unfamiliar with the pupil. When used, techniques are monitored for their effectiveness, and this is recorded on page profiles or behaviour plan.

8. Graduated Response

As part of supporting and promoting positive behaviour, a graduated response as to the level of support required on an individual basis. The support for children will be based on the following model:-

- Universal Provision – As part of Quality First Teaching for children who respond and can be managed through school systems, structures and rewards
- Targeted Support – Additional support with time limited impactful interventions such as 1:1 or small group provided by trained school staff
- Bespoke Support – Additional provision, including support from external agencies including AP or educated offsite



9. Roles and responsibilities

9.1 The Academy Council is responsible for:
Monitoring this behaviour policy's effectiveness and holding the Senior Leadership Team to account for its implementation.

9.2 SLT are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing guidance and support, when requested, to behavioural needs of pupils.
- Providing guidance and support, when requested, to class teams or individual members of staff.



9.3 Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Maintenance of Individual Behaviour Plans and associated risk assessments.
- Recording of behaviour incidents.

9.4 Parents/carers are expected to:

- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Work with school and other professionals to build a consistent approach to behaviours of concern.

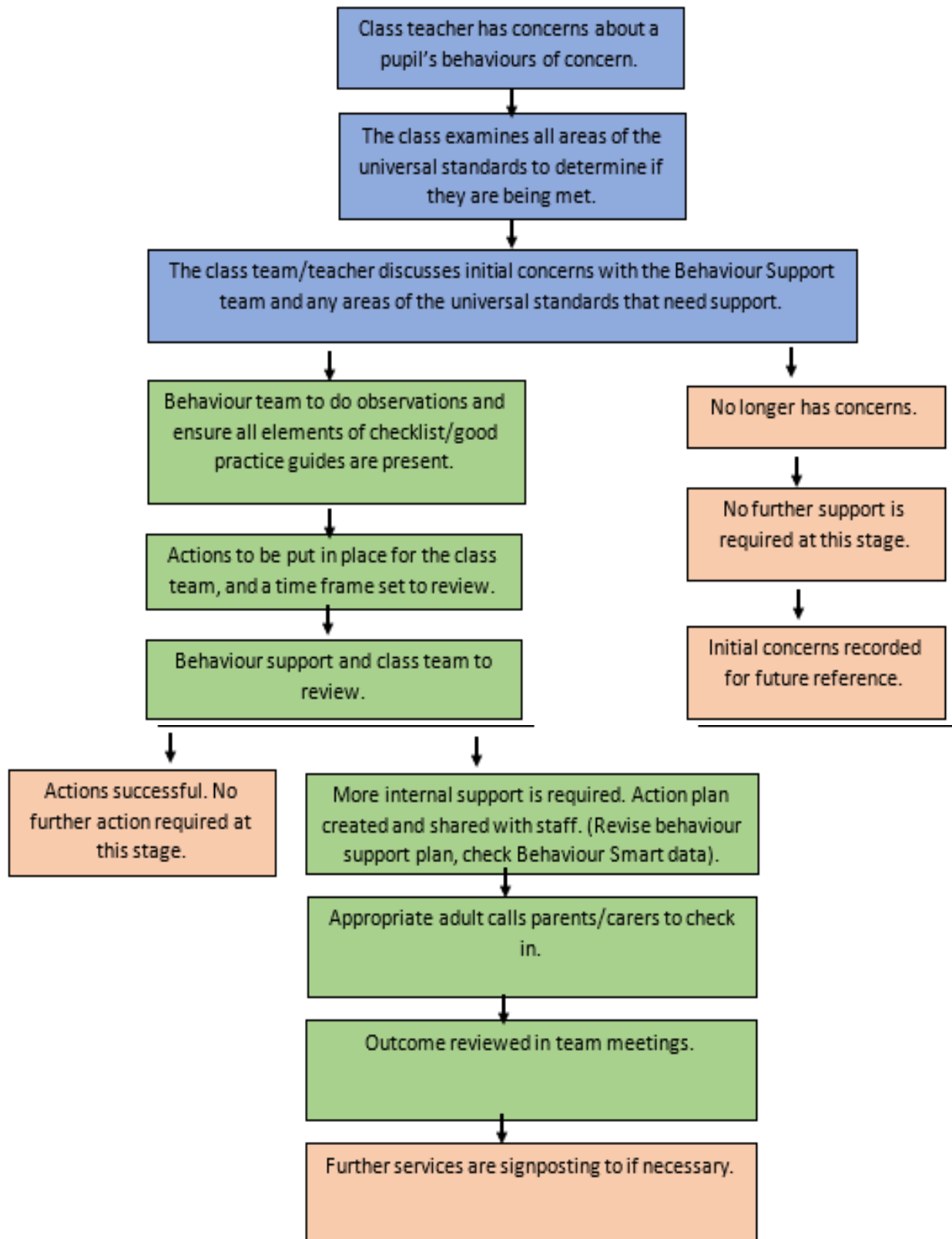
9.5 Pupil are expected to:

- Have respect for themselves, for others and for the school building and property.
- Be calm, safe and kind.
- Try your best.

10. Behaviour support process

10.1. At Hilltop School, we work together to ensure all areas of needs are met to support behaviour. We focus on readiness to learn to ensure all pupils are at their own 'calm alert' state and ready to learn. We have a variety of personalised documents to outline and support the needs of our pupils including;

- Sensory profiles.
- Communication profiles.
- Behaviour support plans.
- Positive behaviour plans (PBS).





11. Positive handling

11.1 At Hilltop School we strive to create a safe learning environment and promote positive behaviours and minimise the risk of incidents that may require consequences. The use of Team Teach techniques is our method for reducing the risks presented by challenging behaviours – all staff are trained in skills to support them diffuse and de-escalate potentially challenging situations and promote positive alternatives.

11.2. Within Team Teach, the term 'Positive Handling' is used to describe a 'broad spectrum of risk reduction strategies including use of safe spaces, safe environments, comfortable environments, diversions, calm stance and posture, nonthreatening facial expressions, low tone, volume and pace in communication, careful, use of words, physical reassurance and prompts, effective guides and escorts, releases and holds with minimum drama and effort'.

11.3. Section 550a of the Education Act 1996 allows teachers and other members of staff authorised by the Headteacher, 'to use such force as is reasonable in circumstances where the pupils may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage property'.

12. Restrictive Physical Intervention (RPI)

12.1 Although every effort is made to observe and intervene early to keep incidents as low key as possible, occasionally some pupils need more intense intervention in the form of restrictive physical intervention (RPI). RPI refers to the positive application of force with the intention of protecting the pupil from harming themselves, others or seriously damaging property.

12.2. When using RPI staff must always consider:

- Which approach is in the best interests of the pupil (considering medical needs, physical disabilities and sensory impairments)?



- What is a reasonable amount of force?
- What intervention is proportionate to the circumstance?
- Which intervention is necessary?

12.3. Nexus requires staff to be aware and mindful of elevated risks for the following interventions:

- Positional Asphyxia.
- Pressure to the neck.
- Supine holds (lying on back).
- Seated holds.
- Standing holds.
- Extreme Exertion.
- Prone holds (lying on front) – this type of hold is flagged for consideration within Team Teach.

12.4. ALL staff must monitor pupils closely during any RPI and look out for signs of distress. If pupils experience any distress staff must immediately modify the supportive hold or release the pupil. This must then be clearly recorded on the Behaviour Smart/CPOMS database and reported to SLT to ensure it is avoided in the future wherever possible.

13. Removal from classrooms

13.1 It is imperative for staff to understand their use of any kind of removal from a classroom to ensure that they are acting both within the school guidelines and more importantly within the law. The DFE Behaviour in Schools Guidance (Sept 2022) states:

13.2. 'Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.'



13.3. 'Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.'

13.4. Removal should only be used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
- To allow the pupil to regain calm in a safe space.

13.5. Parents/carers/social workers should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition. Any such instances should be recorded on the CPOMS database.

13.6. Headteachers are required to:

- make clear in the school behaviour policy that removal may be used as a response to serious misbehaviour.
- maintain overall strategic oversight of the school's arrangements for any removals, as set out in the school behaviour policy.
- make sure the reasons that may lead to pupils being removed are transparent and known to all staff and pupils;
- outline in the behaviour policy the principles governing the length of time that it is appropriate for a pupil to be in removal;
- ensure that the removal location is in an appropriate area of the school and stocked with appropriate resources, is a suitable place to learn and refocus, and is supervised by trained members of staff; and
- design a clear process for the reintegration of any pupil in removal into the classroom when appropriate and safe to do so. make data-based decisions to consider whether frequently removed pupils may benefit from additional and alternative approaches or whether specific teachers may require more support.

NB Schools are required to ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically



prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction.

14. Use of Secure Spaces

- 14.1. Schools are required to ensure that pupils are not locked in a room or space, unless there are exceptional circumstances linked to immediate pupil/staff safety (e.g. as per lockdown procedures). At all times, Nexus MAT schools must be compliant with the Deprivation of Liberty Safeguards (DOLS) and/or the Mental Health Act (MHA).
- 14.2. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of the individual pupils and/or pupils, staff and visitors from immediate risk, but this would be a safety measure and not a disciplinary sanction.
- 14.3. Classroom entrance and exit doors are not to be locked with a key or fob that can only be unlocked by an adult.
- 14.4. Schools may have two handles on entrance and exit doors to classrooms – one at standard (waist) height, and another towards the top of the door (in Hilltop this is a twist handle). These doors are not locked, but have an enhanced system which provides a safe means of ensuring pupils are suitably safeguarded from leaving the classroom area of their own volition. This measure must be reflected in the class risk assessment and parents/carers informed.
- 14.5. It is acceptable, as part of our site health, safety and safeguarding measures, to have secure buildings or areas of the school building e.g. departments, entrance ways etc, which pupils can move freely within.
- 14.6. Where it is necessary for the safety and protection of a child to place them in a room that is secured and only unsecured by an adult, this should be in exceptional circumstances which is underpinned by a multiagency risk assessment and be reflected in a child's EHCP and/or their care plan. These measures must be used as a short-term measure, and a multi-agency review must be held at least fortnightly. Parental consent must be in place and documented in all instances.



15. Suspension

15.1 All decisions to suspend are serious and only taken as a last resort or where the breach of school rules and policies are serious. The following are some example reasons for suspension:

- Breaches of health and safety rules
- Consistent breach of behaviour policy
- Verbal abuse of staff, other adults or students
- Possession of drugs and / or alcohol related offences
- Wilful damage to property
- Homophobic, racist or discriminatory incidents
- Bullying
- Sexual misconduct
- Theft
- Persistent defiance or disruption.
- Assaults or fighting
- Injury or harm to other (staff and peers)
- Bringing the school into disrepute
- Other serious breaches of school rules.

15.2. The list above is not exhaustive and each incident will be reviewed on an individual basis.

15.3. Parents will be notified when students are suspended. They will be provided with the following in writing:

- The reason for the suspension
- The period of suspension

15.4. A reintegration meeting needs to be held before a pupil can return to school. This



meeting will be held between parents/carers, behaviour lead, class teacher and pupil (where appropriate) and will allow targets moving forward.

16. De-briefing post incident

16.1 Where appropriate pupils are given the opportunity to think about an incident afterwards. This is done on an individual basis which is linked to the pupil's level of understanding and these ideas are included in pupil's behaviour plan. Debriefing aims to help pupils understand what has happened and why, learn better ways to act in given situations and rebuild relationships with those involved. It focuses on how the pupil feels and what their unmet need was or what they were trying to communicate.

16.2. In addition to this it is also important for staff to have the opportunity to debrief following an incident. This is usually done informally during a class meeting at the end of the day. Staff also have the option to meet with and discuss an incident or behaviour with the senior leadership team (SLT) or behaviour team if they choose to do so.

16.3. All behaviour plans are reviewed and evaluated on a regular basis. They are updated at a minimum twice a year but best practice is for them to be updated if there is a change in behaviour or if the severity or frequency of a behaviour increases. It is always considered whether the change in behaviour is due to a physical pain and any clues the pupils can tell us will be noted down to share with parents/carers.

16.4. After a suitable period of time if a behaviour plan is having minimal impact staff may seek further guidance through liaison with colleagues, the senior management team or the behaviour team to further discuss issues and share ideas to improve the situation. If pupils continue to display inappropriate behaviours it may be necessary to seek further guidance from outside professionals who we can work alongside such as local Social Emotional and Mental Health (SEMH) teams, Educational Psychology, Child and Adolescent Mental Health Service (CAMHS), Team Teach.

17. Recording and monitoring

Monitoring and Evaluation

16.1. At Hilltop School behavioural data is gathered consistently and analysed to inform trends and strategic development:



- Incident and behaviour data using Behaviour Smart
- Regular safeguarding and attendance updates and monitoring within SLT meetings
- Regular pupil progress meeting with individual class teachers.

16.2. The CPOMS and Behaviour Smart data is monitored both daily and weekly by a member of the behaviour team and SLT who is looking out for any arising issues or serious incidents. This information is used to proactively inform behaviour plans and monitor the effectiveness of changes made. At the end of each half term all the data that has been logged across the school is collated and analysed for patterns and trends. Any incidents that require the use of RPI must be recorded on the Behaviour Smart/CPOMS system.

16.3. It is the responsibility of the staff involved in an incident to record it on the Behaviour Smart/CPOMS database/complete paper incident forms as this person has the most knowledge of the circumstances of the incident and why it has occurred. It is best practice for staff to input any serious incidents as a team to ensure all information is included and correct.

18. Behaviour plans

Children or young people who are identified as likely to require the use of the positive application of force to control or restrain, as part of their behaviour management, will require a 'Behavioural Support' Plan which will be additional to their 'All about me' profile. This is drawn up by the class team, the Behaviour Lead (Team Teach trainer) in response to the risk posed by the child or young person's behaviour and it is shared with all staff, parents or carers, other agencies involved and the child or young person if appropriate. Advanced risk assessments may also be put into place for individual students.

19. Informing parents and carers

19.1 At Nexus we feel that sharing information between school and home is imperative to help decode and understand what a pupil may be feeling or trying to communicate. Sharing systems that work and the pupil is able to use enables the transfer of information and skills across both settings and in keeping with this staff aim to share all updates with parents/carers.



19.2. Following a serious incident or any incident where RPI has been involved staff will inform parents/carers/social workers via the phone.

19.3. Parents/carers/social workers should be involved in the development of behaviour plans.

20. Informing other agencies

Occasionally it may be required for school to update other agencies involved with pupils. CPOMS/Behaviour Smart data may be used to inform medical or multi-disciplinary meetings and where possible this should be communicated with parents, carers and social workers beforehand. In line with the legal requirements set out by the Data Protection Act (2018) any personal information will be used correctly and safely.

21. Injuries to pupils/staff

21.1 If a pupil or member of staff is injured during an incident, the incident must be recorded.

21.2. If a child or young person is injured during an incident the school staff should seek medical advice from a first aider as soon as the child/young person are calm enough to receive it. Parents/carers/social worker should be informed by phone.

21.3. If a member of staff is injured during an incident, they should leave the incident as soon as it is safe to do so and receive medical advice from the First Aider.

21.4. All staff should refer and adhere to the Health and Safety Policy for further guidance in this area.

22. Safeguarding, complaints and whistleblowing

As outlined in our Child Protection and Safeguarding Policy we strive to 'create an environment and an ethos whereby all staff and volunteers feel able to raise concerns'. The Trust encourages staff that are concerned about the wellbeing of a pupil or feel that an incident has not been addressed within the best interests of the pupil to consult



the Child Protection and Safeguarding Policy, Complaints Policy and the Whistle Blowing Policy for further guidance.

23. Further support

23.1 If RPI has been used on one occasion the child's family or social worker must be informed on the same day (i.e. a phone call home from the Class Teacher where possible). Discussions between the behaviour lead, positive handling tutor and class teacher must also take place. Here an agreement will be made and recorded to detail the most appropriate RPI to be used should the situation arise again. This must be built into the child's individual plan.

23.2. At this point the class/school team will:

- Undertake ongoing observations
- Attend meetings where they will engage with others (i.e. the behaviour lead/positive handling tutor) to look at developing a structured approach to support.
- Implement this whilst continuing to observe and record using a 'Record of Behaviours'. which will be monitored for a further half term at which point staff will work alongside the behaviour lead to evaluate the success of the support.
- If the team conclude this is working it should be continued but evaluated regularly.
- If the team conclude the plan is not working, then a meeting with the school leadership team should be arranged. This will enable the team to discuss and determine the next steps including any referral to outside agencies.

23.3. At Nexus we acknowledge and value the support offered to us by outside agencies (e.g. the Educational Psychology Service). Where learners have not benefited from a modified approach to the behaviour system the class team will contact the school's school leadership team and a referral will be made to the relevant outside agency/agencies.

24. Confiscation

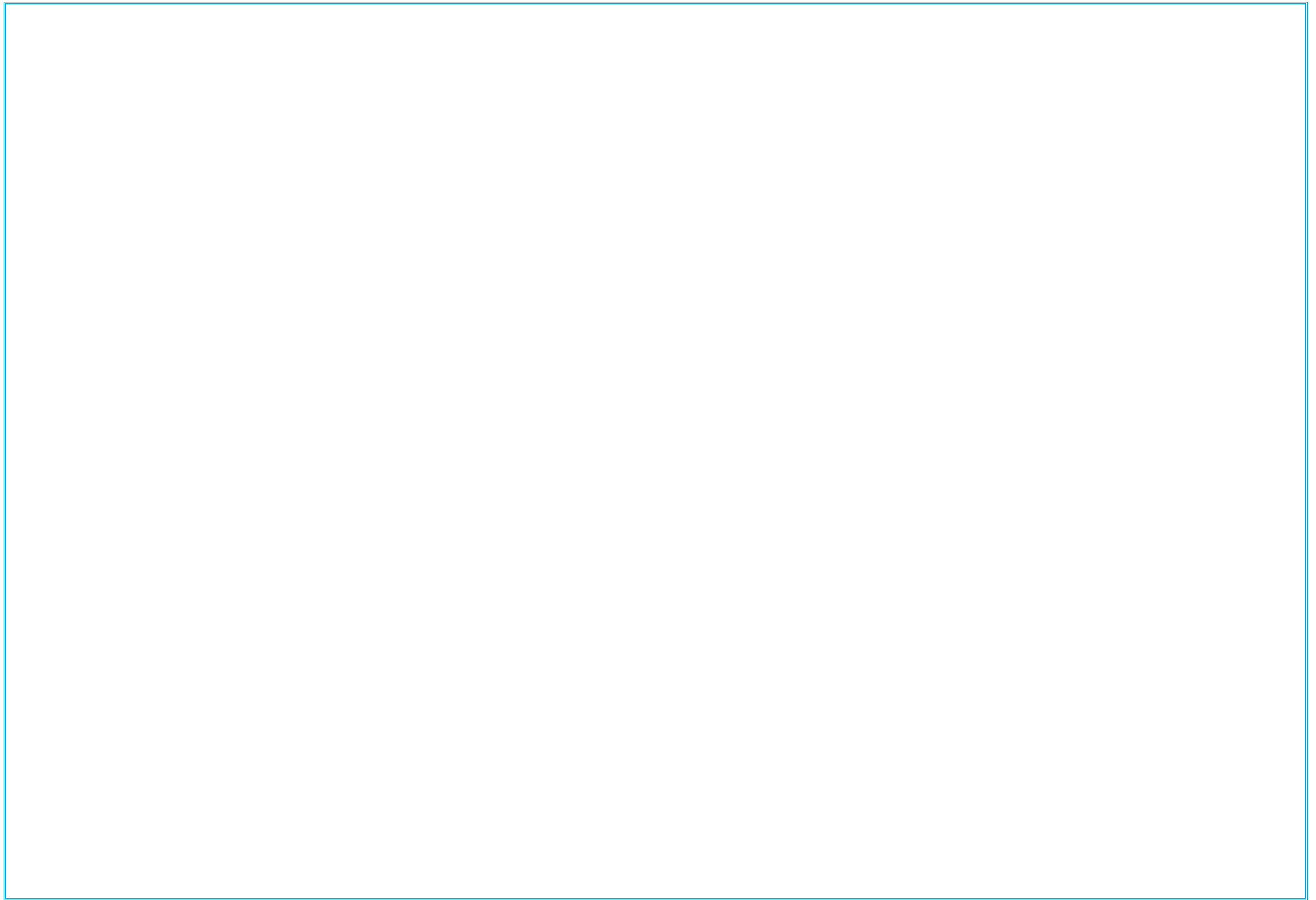
- 24.1. Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.



- 24.2. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.
- 24.3. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.
- 24.4. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.
- 24.5. The school's Behaviour Lead will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- 24.6. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- 24.7. When acute needs are identified in a pupil, we will liaise with class teacher and external agencies to plan support programmes for that child. We will work with parents / carers to create the plan and review it on a regular basis.

25. Quality Assurance

- 25.1. Compliance with this policy will be subject to regular quality assurance by both internal (school/MAT) and external (3rd party) experts to ensure that practice is meeting the legal requirements of the Team Teach model.
- 25.2. This behaviour policy will be reviewed by the Headteacher and full governing board every year. The staff workforce will be consulted at each review period to ensure the behaviour policy continues to meet the needs of the whole school community. At each review, the policy will be sent to the Policy Review Panel for approval.



My PBS Plan (Template)



Name: (person's name goes here)

Date of Birth: (date of birth goes here)

Date plan last reviewed: (Date the plan was first finalised goes here – then whenever it's reviewed and updated the date that the updated plan was implemented goes here. NB it's important to be clear what version of the plan is the current one, and also to be clear when the plan was implemented in practice)

Contents

1. Who I am

Key things you need to know about what I like, and what I don't like. The things I'm good at and the important people in my life, and things that may have happened to me

2. Days that I like

A day when my needs are met and I'm happy

3. Understanding my behaviour

What I do and why I do it

4. Meeting my needs

Primary Prevention: Important things you need to do so that I feel happy and safe

5. Preventing escalation

Secondary Prevention: Important things you need to do when I feel upset to help me calm and prevent me escalating to a crisis

6. Supporting me through crisis

Reactive Strategies: Important things you need to do to keep myself and others safe when all primary and secondary strategies have failed

7. Post incident support

How to support me and my carers after a crisis

8. Evaluation / review

Keeping my PBS Plan up to date

1. Who I am



2. Days that I like



My Behaviours of Concern

3. Understanding my behaviour

Risk factors	Slow triggers	Fast triggers	Behaviours Maintaining consequences	functions Unmet NEEDS


4. Meeting my needs

My Needs Under each NEED, list all the triggers that relate to each NEED	How to meet my needs Detail here all the interventions and strategies to meet all the triggers within each NEED



5. Preventing escalation

<u>Early Warning Signs</u>	<u>What you need to do</u>
What I look like	
What I say	
What I do	

The logo for Hilltop School is a circular emblem. At the top, the word "HILLTOP" is written in a blue, sans-serif font. Below the text is a yellow sun with rays. Underneath the sun are three stylized human figures in blue, with their arms raised and hands joined in a circle. The bottom half of the circle is green, representing grass, and the word "SCHOOL" is written in white, sans-serif font across this green area.

6. Supporting me through crisis

How to communicate and interact with me

NARS The term non-aversive reactive strategies (NARS) refers to **methods for responding to physical aggression and other behaviours of concern in ways that do not include punishing consequences, physical management, seclusion, or any other strategy that would be unwanted by the person**

Self-protection

Temporary environment restrictions

Trained and agreed RPI (restrictive physical intervention)



My Positive Behaviour Support Plan



My Skills and Strengths:

Behaviour

Trigger

Frequency

How we de-escalate/avoid

Support strategies

Low Level behaviour (anxiety stage)

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Mild level behaviour (escalating stage)

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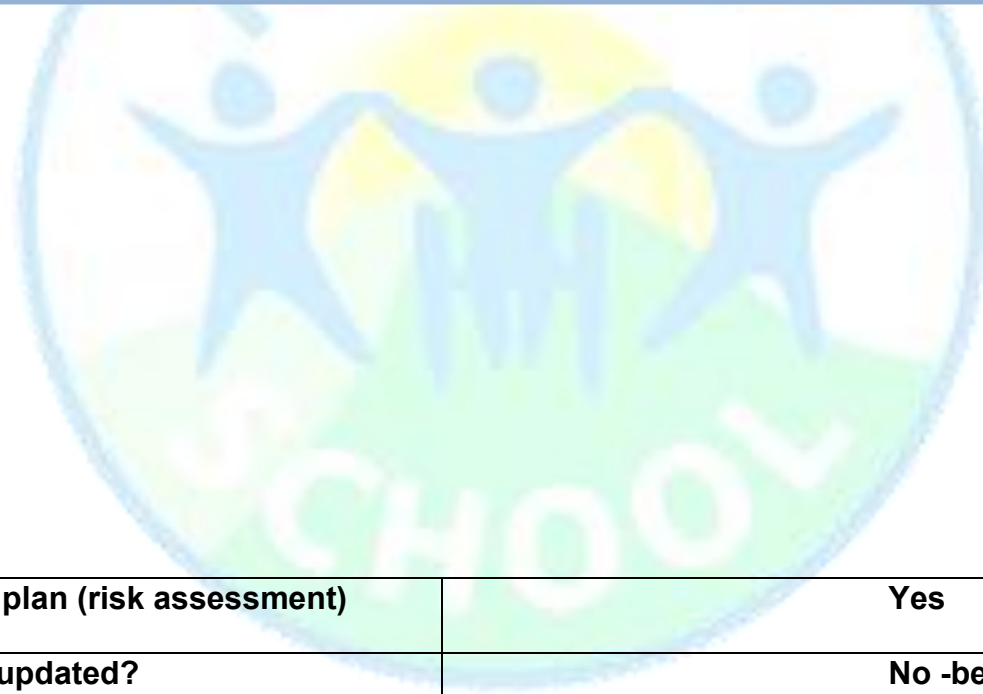
High level behaviour (crisis)

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This document was derived based on the BILD positive behaviour support plan

Calming after crisis

What this looks like	Support Strategies



Is a Behaviour management plan (risk assessment) required?	Yes
Has one been completed or updated?	No -being developed

This document was derived based on the BILD positive behaviour support plan

7. Post incident support





8. Evaluation / Review





Appendix A



The people involved in co-producing the PBSP were:

(NB roles in relation to the focus person)

I led and facilitated obtaining the views of the focus person and incorporating these into co-producing the PBSP by:



Individual Behaviour Management Plan

Name of pupil			
Date of Birth			
Class		Teacher	
Plan Written By			
Hazards, antecedents			
<ul style="list-style-type: none">• Destruction of property• Absconding• Spitting• Hitting out grabbing clothes• Kicking• Biting• Inappropriate language.• Throwing objects and missiles. <p>All of these behaviours have been seen within school and on occasions can be experienced daily dependent on mood and anxiety levels.</p>			



Staff will initially attempt a variety of de-escalation techniques before any physical intervention and positive handling. All of these behaviours have been seen within school and on different occasions. We use distraction techniques also and alternative strategies to attempt to manage behaviour, to keep and others safe.

Alternative strategies

Staff will initially attempt a variety of de-escalation techniques before any physical intervention.

- Praise good behaviours and positive interactions
- Give verbal support & advice [positive behaviour reminders]
- Distraction including humour
- Planned ignoring
- Transfer of adult [change of face]
- Change of environment (going for a walk)
- Reassurance
- Choices, limits & consequences
- Persuasion
- Step away and give space / time to process information

Trigger behaviours

- Attention or to gain a reaction.
- Change which is unidentified and cannot be regulated – rare but can happen
- When he/she wants a particular object
- Frustration when directed away from self-directed and desired activities
- Transitions between activities
- An activity he doesn't want to do or an activity he finds challenging.
- When something he has been looking forward to has been cancelled such as inclusion links / swimming
- Work avoidance and refusal / reluctance to comply.



Positive Handling Procedure

Any of the below techniques may be used by anyone who holds current up to date intermediate team teach training:

- Friendly Guide and Escort
- Single Elbow
- Figure of four
- Double Elbow
- Hold to chairs
- Steering Wheel
- Clothes Disengagement
- Bite Disengagement

Staff Trained to support Advanced Techniques

- Names of staff individually trained to support that individual student

ONLY THE ABOVE NAMED AND TRAINED STAFF ARE TO BE INVOLVED/LEAD IN ANY FGR/BGR USED AND ANY ADVANCED TECHNIQUES.

Why advanced techniques may be used



Lead Person During Any Intervention

During a crisis there will be a designated lead person in ensuring the positive handling procedures are followed it has been decided that this will be:

1. Andrew Williams
- 2.

This is to support and reassure him. Andrew Williams will be the lead of ensuring the plan below is followed and this will be his responsibility. If unavailable this will be Claire Rose, if both are unavailable this will be another member of SLT. If the above staff are unavailable there will be a planned person to take the lead.

During Crisis

If is distressed and in crisis and it is reasonable, proportionate and necessary to support him whether this is through physical interventions then a RPI form needs to be filled in followed by a violence to staff or student if appropriate.

Positive Handling Procedure



When goes into crisis and is posing a risk of harming themselves or others, absconding or damaging property along with verbal support and encouragement the intervention plan will be as follows: **AT ALL TIMES ALTHOUGH THE BELOW WILL BE FOLLOWED STAFF WILL BE USING ONGOING DYNAMIC RISK ASSESSMENTS AND MAKE JUDGEMENT BASED ON THE ENVIRONMENT, SITUATION AND SEVERITY OF AGRESSION AND VIOLENCE DEMONSTRATED**

1. De-escalation techniques will be used such as.
2. will be warned that they may need to held
3. **IF THERE IS NO SIGN OF CALMING Or their behaviour becomes dangerous and unsafe staff will support the student through the use of a RPI (restrictive physical intervention).**
4. Staff will continue to de-escalate the situation.

Use of Front Ground Recovery

If it is reasonable, proportionate and necessary to use FGR to support

- Mats will be collected and placed on the floor (if not already in place) before is supported to the ground using shield to ground or FGR procedure.
- There will be a person, trained in first aid at head throughout the FGR intervention to record length of time is supported in FGR and this person will not be directly involved in the positive handling.
- First aid trained staff member will ensure that is ok, his breathing is monitored and they will be clear in what they should look for during this intervention time.
- First aid trained staff member will be able to see face and check his airway and breathing.
- There will be **NO USE OF pillows or other soft furnishings** during the use of FGR.
- There will be no pressure or touching of..... torso, shoulders or hips during FGR.



Warning Signs

During the use of FGR and for any positive handling procedures used for he must be monitored and supported closely by staff who are first aid trained. Staff know the signs of danger there are to look for which include:

- Struggling to breathe
- Complaining of being unable to breathe
- Evidence of vomiting or reporting of feeling sick
- Swelling, redness or blood spots to face or neck (petechiae)
- Blue tinge to the lips, nose or skin (cyanosis)
- Marked expansion of the veins in neck
- Pupil becoming limp or unresponsive
- Changes in behaviour either escalative or de-escalative
- Loss or reduction of consciousness
- Respiratory or cardiac arrest

Should any of the above signs be displayed by during any positive handling plan will be released immediately and medical attention called for.

Medical Checks

The student's respirations and colour will be checked following the use of FGR at:

- 5 minutes
- 30 minutes
- 60 minutes

These will be conducted by a trained first aider.



Follow up procedure

Monitor the impact of the alternative strategies

Record any incidents and the strategies used

Record if any positive handling is used

Inform parents when and if positive handling is used and the reasons for this

Inform via telephone call at the end of the day

Ensure that information is put on Behaviour Smart/CPOMS and correct paper work is completed.

Date of Assessment		Review Date	
Staffing requiring copies of plan			
Signature		Designation	

DATE PLAN SHARED WITH PARENTS/CARERS