

Positive Behaviour and Relationships Policy



Approved by: Full Governing Board	Date:17/9/25
Signed by: A English	(Chair)
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Policy Objectives:

- To provide guidance to class teams, parents and carers, governors and other stakeholders on how to support our learners to self-regulate, manage their behaviour and feel safe so they are ready to learn.
- To provide a framework for our collective beliefs, understanding and insight into human behaviour as it relates to learners with additional and complex learning needs at Evergreen Primary School. To provide a holistic and inclusive model for our understanding of self-regulation and behavioural needs.
- To underpin our beliefs with evidence-based practice and current research.

Our Ethos and Beliefs

At Evergreen Primary School we want our behaviour support to reflect our insight and understanding of the additional and complex needs of our pupils and how this contributes to their ability to self-regulate and manage their behaviour in a positive manner so they can be ready to engage with their learning. We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all our learners with complex and multi-faceted needs. This includes learners with Profound and Multiple Learning Difficulties, Severe Learning Difficulties, Moderate Learning Difficulties, Autistic Spectrum Disorders, Communication Disorders, Sensory Needs, Physical Needs, and/or Social, Emotional Mental Health Needs. Our children may have had Adverse Childhood Experiences (ACES) or been affected by trauma.

“Behaviour: the sum of the responses of an organism to internal or external stimuli.” Oxford Reference

Sometimes our pupils may resort to behaviour that cause concern and may challenge those who are trying to support them. We consider that behaviours always happen for a reason and might be the only way a learner can communicate - it can arise for different reasons which are personal to the individual. Learners who display, or are at risk of displaying behaviours which challenge, might need support which involves both positive support, such as positive behavioural support, and some form of restrictive practice or intervention. Any restrictive intervention must be legally and ethically justified, be absolutely necessary to prevent serious harm, and be the least restrictive option and proportionate.

At Evergreen Primary School we aim to provide a proactive approach to ensure pupils have access to what they need to keep them regulated and to be able to express themselves without the need to resort to behaviours that may put themselves and others at risk and therefore reduce the need to use any restrictive physical intervention.

We believe that:

- Our learners want to behave well.

- Behaviour is a means of communication - we must ensure that all learners are supported to communicate their needs safely and appropriately using their preferred communication systems.
- With the right support and intervention, learners can learn to self-regulate and manage their own behaviour.
- Mistakes are part of the learning process and we recognise that all of our learners are at different stages of the developmental process.
- All of our learners have learning difficulties and other complex needs which impact on how they learn to regulate and manage their behaviour.
- Teachers and class teams must be given the opportunity to learn, understand and have insight into why our learners become dysregulated, and reflect on how/why it impacts on their behaviour. To work collectively with our learners, their parents/caregivers and other professionals to develop strategies as part of a positive behaviour support plan to support them to self-regulate and manage their behaviour in a positive manner.

Class teams and support staff can support our learners by:

- Being mindful and reflecting on the quality of our relationships with each other (Staff Relationship Guidelines) and the children.
- Reflecting and being committed to continuously improve on the quality of our provision.
- Reflecting with parents and carers and other professionals so we are well-informed and have insight and understanding of their individual needs.
- Reflecting and planning the "scaffolding" we put in place to support them to learn self-regulation skills.
- Observing, gathering and analysing data on behaviour - to ensure our interventions are personalised, well informed and planned according to the needs of each individual within the context of their class or within particular lessons on- and off-site.
- Working in close partnership with our learners, their parents and carers, and other professionals working with them e.g. occupational therapy, speech and language therapy, CAMHS etc.
- Investing time, and allowing safe spaces and opportunities for learners to practise these skills and make mistakes from which they can learn, develop and grow.
- Providing learners with an appropriate learning environment and curriculum
- Getting to know learners on an individual basis and understanding how individual circumstances may impact on the child's emotional regulation.

The resources, interventions and learning consist of:

- A variety of individualised and accessible modes of communication (Total Communication)
- Clear and realistic expectations.
- Rules and boundaries.
- Routines.
- The language of choice.
- Encouragement and celebration.

- Natural consequences.
- Reparation wherever possible and appropriate.
- Descriptive praise.
- Fair and predictable responses to both negative and positive behaviour.

We believe that:

Learners want to behave well. We believe that our learners are happy when their needs are understood and met allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers. We consider their communication styles, social interaction skills, sensory and emotional needs as well as the role we play in supporting them to develop these skills.

Learners are better able to behave well when their needs are well met in school, at home and in the community.

How learners behave gives us important information about how they are feeling. Our learners have a wide range of different communication styles and many of our learners are pre- or non-verbal using Augmentative and Alternative Communication (AAC) systems to communicate their physical and emotional needs. Supporting learners to effectively communicate is a very important way to support them to self-regulate and behave in a positive manner.

Learners with profound and complex needs will need a personalised approach to support them to regulate their behaviour and consideration must be given to sensory and emotional needs, pain thresholds, what self-injurious behaviour could be communicating, levels of stimulation and engagement.

Learners can learn to improve their behaviour. Learners at Evergreen find learning difficult: learning new behaviour is a task, just like learning to read or write.

As adults, we must consider the learning styles and needs of children and young people; we must also have realistic expectations about the rate of progress a learner will make when learning to adapt or develop new behaviours.

Most of our learners learn in small, incremental steps over a very long period of time.

Mistakes are part of the learning process. We don't make a judgement about it - instead we support our learners to get it right.

All adults can learn strategies to support learners to improve their behaviour. Most adults have evolved ways of responding to learners' behaviour based on a combination of personal and professional experiences and training and experiential learning.

At Evergreen we encourage class teams and support staff to reflect on what may be the underlying issues that drive or trigger behaviour in learners, and to think about ways of responding to behaviours that challenge in a non-judgemental and supportive way. Reflecting on our own practice and responses also plays an integral part.

As a school we support class teams to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond.

All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to on-going professional development - our commitment to Coaching and Mentoring, reflective practice and peer support improve practice, professional competence and responsibility.

SUPPORTING SELF-REGULATION AND POSITIVE BEHAVIOUR:

Leaders are proactive and supportive. They don't have all the answers and may sometimes get things wrong however they will do their best to help and support staff in supporting their learners.

The quality of our relationships

"Relationships: the way in which two or more people or things are connected, or the state of being connected" Oxford

Relationships drive change: Recognising that relationships are pivotal, we aim to build trust through predictability, routine, and respect, adults help children understand their feelings, responses and behaviour. We value understanding, connection, and the transformative power of positive relationships.

a) Our relationships with each other are supported and developed by our Staff Relationship Guidelines. They provide a framework to help us to provide good models of behaviour at all times for our learners.

b) The quality of our relationships with our learners.

These relationships are crucial. Each adult is a significant adult for our learners. To foster successful, enabling relationships we need to:

- Actively build trust and rapport with all children and young people.
- We should have high expectations for all learners. When we demonstrate our belief in them, it supports them to succeed.
- We treat learners with dignity and respect at all times by communicating carefully and clearly in a way that is accessible and appropriate.
- Consider the function of the behaviour; why the learner is behaving in this way and what need does it serve?
- Identify the strengths of the learner - identify these with the learner where possible and build on it. If a learner is not able to do this, advocate for the learner within the team or professional group.
- Apologise if you make a mistake - you are modelling this for the learner and this will support you to build trust and respect.
- Name and manage your own emotional reactions to learners' behaviour i.e. demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a child for young person.
- Quietly but firmly hold appropriate boundaries for the learners.
- Seek support from wider professional networks to problem-solve behaviour that challenge.
- We are always respectful to learners; we do not talk about them over their heads or in front of other learners.

- We are non-judgemental about learners' life experiences, but we use behavioural data to inform our planning for them.

The quality of our relationships with parents and carers

It is important to work jointly and plan with parents and carers to ensure consistency in our approaches between home and school. Positive behaviour plans are co-created with parents, the team around the child and regularly reviewed. This includes any form of restrictive physical intervention used to keep a child or young person safe during their school day.

The quality of our relationships with other professionals.

It is important that we work collaboratively with other therapists and professionals working with learners to ensure their input into planning and strategies e.g. speech and language therapist, occupational therapists or CAMHS. It is also the class team's responsibility to share any needed information or strategies with other teams to ensure consistency in strategies and enabling learners to regulate and manage their behaviour in different contexts, lessons and environments.

The quality of our provision:

If we are able to meet each learner at his/her point of need and development, it is more likely that challenging, harmful or self-injurious is challenging will decrease or stop.

To do this we need to:

- Have communication systems in place and readily available when a child or young person is presenting as dysregulated. This is their "voice" and should be accessible at all times, but especially during times of dysregulation or distress when it is often difficult to make use of other communication methods.
- Know their sensory processing difficulties and have appropriate strategies and resources available to support the learner to access sensory strategies that may allow them to de-escalate and return to a state of better regulation.
- Accurately assess and understand the learners' needs by referring back to their EHCPs, minutes from their Annual Reviews and PLG's.
- Plan to meet the learner's range of needs specific to the plans drawn up by their professional group e.g. equipment, staffing, sensory needs and diets.
- Support the learner to develop high levels of resilience and have high expectations for every learner.
- Support learners to develop high self-esteem, so that they believe that they can succeed.
- Frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. Focus on what you want the learner to do.
- Know what motivates each learner and use this as positive reinforcements.
- Personalised learning to ensure that we meet each learner at his/her point of development and learning.
- Where appropriate, include the learners in the target-setting and evaluation process for outcomes measurement, using appropriate language and methods (self-assessment).

- Give the learner feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress.
- Praise the learner praise for their specific achievements, i.e. descriptive and do this often
- Actively teach the children and young people behaviour for learning

ORGANISING THE CLASSROOM FOR EFFECTIVE COMMUNICATION AND BEHAVIOUR

The guidance offered to class team to reflect on the support our learners need to learn how to self-regulate and manage their own behaviour successfully.

- Communication supports available.
- Sensory regulation opportunities available
- Low arousal environment – tidy & uniform

Routines

Consistent class/lesson/activity routines support our learners to understand expectations, manage anxiety, mentally and physically prepare themselves for their day - allowing them to learn how to self-regulate, engage with learning/activities and manage their behaviours positively. This must be explicitly taught - don't assume they know them. You will need to teach routines for all activities. The more consistency there is over routines, the easier it is for our learners. Routines also support behaviour for learning.

Class teams should however also reflect on how they support learners to adapt to changes to routines and how they prepare them for changes, as this is an important life skill. Changes to routines should be practiced using appropriate visual resources to allow our learners to learn that changes can be managed in a positive manner.

Communication and social interaction needs

Most of our learners need support in developing their communication, social interaction skills and social imagination skills (to cope with changes to familiar routines) to develop effective self-regulation skills that enable them to positively manage their behaviour throughout their school day. Behaviour that challenges is often the result of a breakdown in communication. To support a learner that has become dysregulated or in distress we should aim to understand the function of the behaviour e.g. what is causing the learner to become distressed. Class teams need to have strategies in place to support learners to express how they are feeling and how we can meet their needs proactively. Class teams need to consider the following and how it can impact on our learners' ability to regulate and manage their behaviour positively:

- Communication devices and strategies should work both ways: to give instructions but to also allow our pupils to have a voice, make choices and express their needs
- That our children and young people often need time to process information.

- Some of our children and young people have difficulty with verbal and non-verbal communication (body language).
- Difficulties in understanding facial expression and tone of voice.
- Difficulty with understanding, or consistently remembering social rules and conventions.
- Difficulty in understanding their own emotions and how to tell an adult what they are feeling.
- Difficulty in understanding other people's emotions.
- Difficulty predicting what will could happen next - this can cause anxiety
- Lack awareness of danger.
- Needs to be prepared for changes and transitions.
- Difficulty in coping in new or unfamiliar situations.
- Difficulty with managing social expectations and/or interactions with peers including friendships and bullying.

Class teams should embed Total Communication for each pupil, utilising alternative and augmentative communication. Staff recognise that:

- Visuals are permanent - spoken words disappear.
- Visuals allow time for language processing.
- Visuals prepare students for transitions allowing them to feel less anxious and self-regulate better.
- Visuals help build independence, confidence and self-esteem.
- Visuals are transferrable between environments and people e.g. between home and school, or when going on trips or visits off-site.
- Visuals are helpful when children or young people have become dysregulated as it replaces verbal communication and social interaction which in time of distress can hinder de-escalation.
- Visuals reduce anxiety which impacts on self-regulation and positive behaviour.

Sensory processing needs

Sensory processing difficulties can impact on our learners' ability to self-regulate and manage their behaviour. Sensory processing is the ability to register, discriminate, adapt and respond appropriately, both physically and emotionally to sensory input from the environment. Class teams should ensure that they:

- Organise the environment clearly, with visual cues and signposts (written information, symbols, objects of reference etc.).
- Speak clearly, slowly and calmly, and give pupils time to respond.
- Sensory processing issues should inform suitable learning environment adjustments and support understanding pupils' actions.
- Ensure learners' sensory needs are supported through embedding sensory diets and movements break into their daily class routine, and ensure they have access to sensory equipment that support self-regulation (chewy' s, fidget toys, adapted seating, vibrating pillows, weighted vests, temperature of learner etc.).

- Teach learners to recognise when they are becoming dysregulated (label emotions and feelings) so they are able to learn to ask for a break or an appropriate self-regulatory strategy to support them in regulating better.
- Take social demands of working with other learners into account.
- Monitor physical and emotional well-being of pupils and recognise signals of being distressed, unwell, in pain or upset. Indicators of Wellbeing
- Enabling environments through making reasonable adjustments is a statutory obligation in disability law (see Equality Act 2010).

Understanding self-injurious behaviour

Self-injurious behaviour is when a learner physically harms themselves. It's sometimes called self-harm. This might be head banging on floors, walls or other surfaces, hand or arm biting, hair pulling, eye gouging, face or head slapping, skin picking, scratching or pinching, forceful head shaking. The learner may have no other way of telling us their needs, wants and feelings. Head slapping, or banging the head on a hard surface, may be a way of telling us they are frustrated, a way of getting an object or activity they like, or a way of getting us to stop asking them to do something. Hand biting might help them cope with anxiety or excitement. They might pick their skin or gouge their eyes because they are bored. Ear slapping or head banging might be their way of coping with discomfort or saying that something hurts. When it happens staff should work collaboratively with the learner, their parents or carers and other professionals to try to find ways to prevent or replace this behaviour:

- Respond quickly and consistently when a learner self-injures. Even if you think what the learner is doing is to get attention, it's never appropriate to ignore severe self-injurious behaviour.
- Keep responses low key: Limit verbal comments, facial expressions and other displays of emotion. Try to speak calmly and clearly, in a neutral and steady tone of voice.
- Reduce demands: The learner may be finding a task too difficult or overwhelming.
- Remove physical and sensory discomforts - consider their sensory processing difficulties and diets.
- Redirect: Tell them what they need to do instead of the self-injurious behaviour, e.g. "David, hands down". Use visual cues such as picture symbols to support instructions.
- Provide light physical guidance: If the learner is having difficulty stopping the behaviour, provide light physical guidance, e.g. gently guide their hand away from their head, using as little force as possible. Immediately try to redirect their attention to another activity and be prepared to provide physical guidance again. This approach must be used with extreme caution as it may escalate the behaviour or cause the learner to target others.
- Use barriers: Place a barrier between the learner and the object that is causing harm. For head slapping, place a pillow or cushion between the head and hand. For hand or arm biting, provide another object to bite down on like a chewy.
- Risk assessment/PBS in place

Key Strategies and Positive Behaviour Approaches

At times children and young people push against boundaries, hurt or are unkind, or act in other socially unacceptable ways which break school rules.

When this happens there needs to be a response from the adults, with clear next steps on how children and young people can repair the situation and take responsibility for the impact of their behaviour, whilst learning the importance of boundaries and accountability in the process. It's important that everyone involved understands that safety is upheld by addressing difficulties when boundaries are crossed. For many of our children their level of understanding may impact on their ability to recognise what they did and why it was wrong. Staff at Evergreen must facilitate learning in an attempt to prevent them from occurring again. For some children and young people this process will need to be repeated more often and careful thought must be given to their developmental levels and level of understanding.

We must think very carefully about the use of negative consequences or punitive measures, such as isolation. Evidence shows that isolating a child or young person can damage trust, create fear, and instil a sense of shame. The message conveyed can be one of rejection and an inability to support the child or young person's emotions effectively. Ultimately, punitive measures can be ineffective and even damaging. It's hard for children to listen to why they need to change their behaviour if they feel disconnected and misunderstood.

Through research and the understanding of neuroscience, it is known that it's possible to foster sustainable behaviour change in children and young people. The key lies in understanding how neural pathways adapt, and their remarkable ability to do so quicker through positive relationships with others. By centring the focus on building trust and rapport with the child or young person, it is possible to support the child in sustainable behaviour change.

The language of choice

We must seek to support the child in understanding what choices are. We need to know the child understands choices and how the choice made links to a consequence. Saying good/right and bad/wrong choice is not enough. Is the child aware of the choice they made? Did the child actually make the choice in the first place or was it out of their control?

This is part of helping our learners to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both positive and negative.

We use specific descriptive praise when we see them making a good choice - we can never do too much of this.

We link consequences to the choices they make, to help them make the best choice. This communication:

- Increases learners' sense of responsibility.
- Regards mistakes as part of learning.
- Removes the struggle for power.
- Is positive.
- Where appropriate, overtly links responsibility, choice and consequence.

- Helps them to take responsibility.
- Helps them to manage their own behaviour.
- Increases their independence

Rewards

“Research and logic suggest that punishment and rewards are not really opposites, but two sides of the same coin. Both strategies amount to ways of trying to manipulate someone’s behaviour—in one case, prompting the question, ‘What do they want me to do, and what happens to me if I don’t do it?’, and in the other instance, leading a child to ask, ‘What do they want me to do, and what do I get for doing it?’ Neither strategy helps children to grapple with the question, ‘What kind of person do I want to be?’” – Alfie Kohn.

Ultimately, we want children to do something because it’s intrinsically interesting, motivating, meaningful and makes them feel good.

We need to consider what children are learning from any reward systems in place and what messages we are sending. Rather than offering rewards it may be more impactful to

1. Set goals together

Ensure that the goals you have in mind are age and stage appropriate for the child.

You will have so more success in achieving goals, if the child can be brought into the conversation and their voice matters. If they’re in on your plan, and on the same page as you, it will flow so much easier, and the achievements will be greater and more meaningful.

Remember to keep your expectations doable. If the goal is too big or too difficult, adjust accordingly. Also remember that we are all human. Do you manage to go to the gym every single day? We don’t set unrealistically high expectations of ourselves and we shouldn’t hold our children to those standards either.

2. Show appreciation

Instead of using a reward system and dangling prizes, stickers, and other rewards only to take them away if the child doesn’t perform go the authentic route. Whenever the child is showing the behaviours you are looking for e.g. being kind, using gentle hands, completing tasks, or help out show genuine appreciation. State your appreciation just as you would to anyone else who helped you out. Thank you, that was really helpful. I really appreciate that you did that. Everyone likes to be thanked for the effort they put in.

3. Encouragement and celebration

Celebration is when we honour and mark someone’s achievements by joining them in their pride. Encouragement and celebration are things that we can offer children every step of the way. When they’re struggling, we can encourage them. And when they overcome we

can celebrate with them. To help this reflect back to them – how does it feel for you? You did it! You tried your best, you must be proud!

“It is great to mark our successes, to pause and fully enjoy them, to celebrate them, to encourage children to achieve their goals and be the best versions of themselves they can be. Let’s not dangle rewards, trophies, stickers, praise and prizes in front of them and make them jump through hoops in order to get them. Let’s not undermine and squelch their inherent, intrinsic motivation, curiosity, passion and interest. Let’s trust in their good will, and let’s support them with encouragement when they’re floundering, with acknowledgement and appreciation when they’re contributing, and with celebration for their wins.” Avital – The parenting Junkie 2024

Descriptive Praise

1. Say what you see.

Focus on the details of their work, rather than on an evaluation. “You used a lot of red!” “You made the sun SO big!”. This gives children the sense that their choices matter and their work is noticed.

2. Join in their enthusiasm.

“You’re so excited!” “I’m so pleased for you.” “You did it!” Rather than judging them to be doing a “good job”, focus on their feeling of accomplishment.

3. Focus on the process, not on the outcome.

Showing children that we care more about the effort they put in makes it easier for them to take risks and work hard (which eventually lead to higher success rates, anyway) rather than being overwhelmed by the pressure to perform. “You really tried hard .” “You’ve been focused on building that.” “I know how much you’ve practiced.”

4. Focus on their experience, not yours.

Show them that the work they do and their achievements are theirs – not done for you or anyone else. So instead of “I’m so proud of you!” You might try: “You must be proud of yourself!” Instead of: “I like what you did!” You could say: “Do you like what you did? I do...”

5. Reflect their emotions

See what a child’s experiencing and reflect it back for them. “You were worried you couldn’t manage, but you did!”, and “It’s not easy to do it, but you knew how helpful it was.”

6. Thank them!

If a child does something for you... helping out, doing a good job thank them as you would an adult. “Thanks so much helping to tidy up, that’s lovely for all of us.” or “Thanks for getting ready quickly– that keeps the day running smoothly.”

Consequences

Age-appropriate consequences:

Evergreen advocates for consequences that align with the child's developmental stage, emphasising that understanding cause-and-effect is crucial for effective behaviour change.

We do not believe in sanctions or punishment.

It is important for our learners to clearly link a specific behaviour with its consequence.

The consequence needs to be a natural consequence, to support the learners understanding of both positive and negative consequences.

It is also important for adults to review what has happened. Was there anything that could have been done differently to support this learner to manage?

Reparation

Reparation means repairing relationships, or 'making good' in some way.

We believe that our learners should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focuses the learner's mind on the punishment, rather than what s/he did. This frequently leads to learners feeling angry about the punishment, rather than thinking about the impact of their behaviour on others.

Staff need to reflect on their own practice, to consider if their actions may have escalated a situation and what they could do differently and proactively next time.

Where developmentally appropriate, we support learners to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

Even learners with complex difficulties can be supported to repair; this will look different for each learner. We can't make assumptions about what learners feel. Unresolved difficulties can make learners very anxious and this can cause behaviour to escalate or become habitual.

Positive Behaviour Support

Our staff share collective responsibility for supporting regulation and behaviour. The Positive Behaviour Support team includes members of SLT and Team Teach Trainers who will work with staff, pupils and families/carers to monitor, analyse and support children's regulation and behaviour. Other members of staff may be asked to have input into the team where appropriate.

The team works closely alongside the Multi-Agency Support Teams including EP and CAMHs and hold meetings with a range of agencies to help improve pupil's outcomes in the classroom and the community.

The PBS team support across school and in cases where pupils present with more complex or challenging behaviours, they also provide and facilitate specialist and targeted support.

There is a graduated response of support for learners who struggle to regulate their emotions.

The majority of pupils will be within Tier 1 pupils may mover between tiers. The aim is to ensure the correct provision supports pupils

PBS Behaviour Support Team

Judith Benson

Deborah Scurr

Claire Onions

Faye James

Lisa Laverick

LEARNERS WITH EXCEPTIONAL BEHAVIOURAL NEEDS

The majority of learners at the school will respond positively when class teams and support staff work within these guidelines, but some of our learners need additional support to learn to self-regulate and manage their behaviour in a positive manner. The PBS team will lead on this by:

- Putting in additional strategies and/or support, tailored to the specific needs of each learner.
- Liaising with multi disciplinary team - complex cases are discussed, problem-solved, additional referrals made or current provision reviewed).
- Observations in a range of contexts.

Tier 1 – Universal – Whole School Classroom Wide Provision	Tier 2 Prevention – PBS Plan– Risk Assessment	Tier 3 –Highly Individualised Targeted – MDT Involvement
Responsive environment. Total Communication approach Communication/Autism Passport Emotions teaching - ZOR Sensory diets Trauma informed practice	Individualised planned intervention and strategies in response to known functions of behaviour TEAS Assessment Parental input/support PBS Team support	Full functional assessment Referral to outside agencies Early Help Increased funding/staffing

- Consider medical investigations to ensure that the pupil is not in pain or unwell or to identify emerging that may be impacting on emotional wellbeing or mental health
- Making the routines/strategies more detailed and personalised.
- Drawing up a Risk Assessment and Positive Behaviour Support Plan detailing action to be taken when identified behaviour occurs. This is shared with the learner, parent and other staff/professionals working with the learner.
- Drawing on additional resources from beyond the school, e.g. CAMHS, EP support, Therapy referral, Children & Young People with Disabilities Service (Social Care) and medical specialists.
- Parental and family support to implement changes in strategies.
- Working with other agencies to develop consistent support for pupils in the community.
- Working collaboratively with our learners, their parents or carers, and CAHMS professionals to develop Positive Behaviour Support plans.

PBS is a person-centred approach to supporting people who display or at risk of displaying behaviours which challenge.

It involves understanding the reasons for the behaviour and considering the person as a whole including their life history, physical health and emotional needs - to implement ways of supporting them. It focuses on creating physical and social environments that are supportive and capable of meeting learners needs, and teaching them new skills to replace the behaviours which challenge.

Some learners need very specific and detailed planning, which could include 1 to 1 support, individual provision. When significant adaptations are made to a learner's school day, we plan jointly with the parents and carers, the MDT, the Local Education Authority and external agencies

Post Incident Debriefing and Learning

After any incident in school, opportunities to reflect (for both the pupil and adult) must be given so that everyone can move forward together. This focuses on learning about the event and how it can be avoided in the future. It should be carried out after a period of 'cool down' so that emotions can settle and people are in a better place to reflect. Post incident learning should where possible involve the learner however due to the needs of some pupils this may not be possible. Professional dialogue between adults should be undertaken to reflect on the incident and make plans as to how to support the learner in the future.

Trauma Informed Practice (GOV.UK)

Trauma

Trauma results from an event, series of events, or set of circumstances that is experienced by an individual as harmful or life threatening. While unique to the individual, generally the experience of trauma can cause lasting adverse effects, limiting the ability to function and achieve mental, physical, social, emotional or spiritual well-being.

Working definition of trauma-informed practice

Trauma-informed practice is an approach to health and care interventions which is grounded in the understanding that trauma exposure can impact an individual's neurological, biological, psychological and social development.

Recognise the signs, symptoms and widespread impact of trauma

Trauma-informed practice aims to increase practitioners' awareness of how trauma can negatively impact on individuals and communities, and their ability to feel safe or develop trusting relationships with health and care services and their staff.

It aims to improve the accessibility and quality of services by creating culturally sensitive, safe services that people trust and want to use. It seeks to prepare practitioners to work in collaboration and partnership with people and empower them to make choices about their health and wellbeing.

Trauma-informed practice acknowledges the need to see beyond an individual's presenting behaviours and to ask, 'What does this person need?' rather than 'What is wrong with this person?'.

Prevent re-traumatisation

It seeks to avoid re-traumatisation which is the re-experiencing of thoughts, feelings or sensations experienced at the time of a traumatic event or circumstance in a person's past. Re-traumatisation is generally triggered by reminders of previous trauma which may or may not be potentially traumatic in themselves.

The purpose of trauma-informed practice is not to treat trauma-related difficulties, which is the role of trauma-specialist services and practitioners. Instead, it seeks to address the barriers that people affected by trauma can experience when accessing health and care services.

Key principles of trauma-informed practice

There are 6 principles of trauma-informed practice: safety, trust, choice, collaboration, empowerment and cultural consideration.

Safety

The physical, psychological and emotional safety of learners and staff is prioritised, by:

- people knowing they are safe or asking what they need to feel safe
- there being reasonable freedom from threat or harm
- attempting to prevent re-traumatisation
- putting policies, practices and safeguarding arrangements in place

Trustworthiness

Transparency exists in an organisation's policies and procedures, with the objective of building trust among staff, service users and the wider community, by:

- the organisation and staff explaining what they are doing and why
- the organisation and staff doing what they say they will do
- expectations being made clear and the organisation and staff not overpromising

Choice

Learners are supported in shared decision-making, choice and goal setting to determine the plan of action they need to heal and move forward, by:

- ensuring service users and staff have a voice in the decision-making process of the organisation and its services
- listening to the needs and wishes of service users and staff
- explaining choices clearly and transparently
- acknowledging that people who have experienced or are experiencing trauma may feel a lack of safety or control over the course of their life which can cause difficulties in developing trusting relationships

Collaboration

The value of staff and service user experience is recognised in overcoming challenges and improving the system as a whole, by:

- using formal and informal peer support and mutual self-help
- the organisation asking service users and staff what they need and collaboratively considering how these needs can be met
- focussing on working alongside and actively involving service users in the delivery of services

Empowerment

Efforts are made to share power and give learners and staff a strong voice in decision-making, at both individual and organisational level, by:

- validating feelings and concerns of staff and service users
- listening to what a person wants and needs
- supporting people to make decisions and take action
- acknowledging that people who have experienced or are experiencing trauma may feel powerless to control what happens to them, isolated by their experiences and have feelings of low self-worth

Cultural consideration

Move past cultural stereotypes and biases based on, for example, gender, sexual orientation, age, religion, disability, geography, race or ethnicity by:

- offering access to gender responsive services
- leveraging the healing value of traditional cultural connections
- incorporating policies, protocols and processes that are responsive to the needs of individuals

RESTRICTIVE PHYSICAL INTERVENTION

Physical Intervention**

Staff at Evergreen School use Team Teach a certified approach to physical intervention

Any use of Physical Intervention should be consistent with the legal obligations and responsibilities of the school and its' staff and the rights and protection afforded to pupils under law.

See

Keeping Children Safe in Education

https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping_children_safe_in_education_2023.pdf

Behaviour in Schools: A guide for headteachers and school staff

https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour_in_schools_guidance.pdf

- Physical Intervention should only be used in the best interests of pupil, and only when all other strategies have been exhausted.
- The use of RPI must not be used with intent to:
 - (i) punish;
 - (ii) cause or threaten hurt;
 - (iii) oppress, threaten, intimidate or bully; or
 - (iv) secure compliance with staff instruction.
- Within the continuum of RPI, physical control should only be used:
 - (i) with minimum and reasonable force;
 - (ii) rarely and exceptionally;
 - (iii) as a last resort where all other courses of action have failed; and
 - (iv) with the minimum degree of intrusion required to resolve the situation.

Any use of physical control should be justifiable and reasonable and informed by risk assessment. (See Section 550A of the Education Act 1996 Circular 10/98 Para 8).

- Staff must always adhere to School policy and guidance when using RPI.
- Proactive, de-escalation and preventative techniques must have been exhausted.
- The School will not use seclusion.
- The School will agree its policy and guidance on the use of RPI with its Governing Body.
- All pupils and their families and representatives will have ready access to an effective complaints procedure (outlined above).
- The School will facilitate monitoring of incidents of the use of physical control in school.
- The School will facilitate LA compliance with the requirements of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 if employees or pupils are injured while using techniques in the use of physical control by comprehensive reporting.
- All involved pupils and staff will be provided with opportunities for debriefing and restorative opportunities as soon as possible following an incident.

**Recording of Physical Intervention should be completed on the day of the incident on 'Behaviour Smart' which is accessible to all staff online. The Head of School / DHT must be notified of all incidents where RPI has been used.

Parents/cares should be informed by telephone if their child has been involved in a physical intervention.

Training

** There is a rolling programme of training for staff. This is delivered by two certified Team Teach in-house trainers and staff will be trained how to safely physically intervene. Staff would only need to intervene physically to prevent injury to a child, or if a child is in danger of hurting him/herself or is likely to cause significant damage to property. Physical intervention is only used as a last resort and must only be undertaken by those trained to do so.

Reasonable Force

The DFE produced the Advice for head teachers, staff and governing bodies in July 2013 which outlines the use of reasonable force in schools.

https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Challenging Behaviour

Some pupils within school may exhibit behaviours which present a challenge to those supporting them. This is termed as displaying challenging behaviour and defined as leading to: -

- ☐ Physical danger/harm to self
- ☐ Physical danger/harm to others
- ☐ Damage to property
- ☐ Prevention of participation in educational and community activities
- ☐ Disruption of learning to others
- ☐ Isolation from peers/society
- ☐ Excessive demands on staff/resources

The behaviour may be characterised by: -

- ☐ Frequency and duration
- ☐ Persistence/reoccurrence

TEAM TEACH

Evergreen Primary School has adopted the Team Teach approach for supporting pupils who put themselves and others at risk and it. It is compatible with school philosophy and LA guidance. There is a strong emphasis on planned pro-active strategies, de-escalation and behaviour support techniques, not just the use of physical interventions. Where physical interventions are needed they should also be planned for each child and used accordingly and only as a last resort. They are reasonable, proportionate and necessary. There is always an emphasis on restraint reduction.

Challenging Behaviour and Autism

Many children with autism display challenging or obsessive behaviours as a result of their lack of understanding, inability to communicate effectively, sensory issues or in an attempt to bring order into their world. Our teaching style, whilst working with children with autism, is proactive and non-confrontational. However, we recognise that difficulties around communication, understanding, repetitive and obsessive behaviours and sensory issues can often result in frustration, tantrums or other challenging behaviours. These behaviours are dealt with on an individual basis and the child should have an ASD Specific Positive Behaviour Support Plan which will include a functional analysis of their needs. It also outlines strategies which will be taught to deal with specific situations.

ASSESSMENT, RECORDING AND REPORTING

This will include some or all of the following: -

- Annual reviews and Personal Learning Plans
- Risk Assessment
- Behaviour Support Plans
- Observations and logs of behaviour and incidents

- Formal assessment tools
- Home school link books, letters and meetings with parents/carers
- Incident recording on Behaviour Smart
- DCC Accident and Injury Form

Proformas for Positive Behaviour Support Plans are available on the Staff Drive in the Behaviour Folder, Behaviour Incident forms are accessible online via Behaviour Smart and DCC Corporate Accident/Injury forms are available from the office. Incident forms and Accident and Injury forms should be given, in the first instance, to the office. Originals are sent to County Hall where necessary and copies will be kept in the pupil files and office. Logins for the online Behaviour Smart system can be obtained from Judith Benson or Gavin Thompson

PHYSICAL CONTACT AND RESTRICTIVE PHYSICAL INTERVENTION (RPI) GUIDANCE

INTRODUCTION

This policy and guidance acknowledge that all Evergreen Primary School staff must deal on a day-to-day basis with pupils, some of whom exhibit distressed or distressing behaviours. There is a clear need for staff to be advised and supported, by school and the LA, and given complete reassurance that any actions in accordance with this policy will receive unequivocal support. Physical interventions referred to in this guidance may only be used by Team Teach trained staff. Definitions, guidelines and training implications of the Team Teach physical interventions are available from Team Teach Trainers – Judith Benson & Deborah Scurr. Staff at Evergreen Primary School are trained in the use of Team Teach physical interventions and receive yearly refresher training.

ETHOS

The starting point should be that all other strategies have failed, and it is as a last resort that restrictive physical interventions are used. However physical contact can, and should be used positively as an act of care and to reinforce relationships.

Restrictive physical intervention (RPI) should not have punishment or the idea of controlling a child as its central aim but rather the need to support, demonstrate care and as part of a planned intervention with the long-term aim of helping pupils develop skills which will make physical intervention less likely in the future. RPI may be used in immediate crisis situations but there after must be reviewed and written into a behaviour support plan. Staff should be aware that some pupils enjoy physical contact or restraint or that physical intervention may escalate the behaviour or situation, particularly for pupils who are touch sensitive or dislike close physical contact. For these pupils, physical intervention may not be appropriate. Physical intervention can be extremely upsetting for staff as well as pupils. Both will need time to recover and opportunities to review at a level appropriate to them. Staff debrief is also key to considering what happened/why, planning supports for the future and hopefully avoiding other incidents

DEFINITION OF TERMS

Physical contact with children occurs in providing physical prompts, giving support in PE, and at times in supplying reassurance. The DFE published guidelines as part of 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'.

https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Staff should, however, be aware that any physical contact with a child may be misconstrued by the child, colleagues or other observers. Support of emotionally distressed or physically injured children often involves some physical contact. Contact should be the minimum necessary to comfort and reassure the child.

If staff believe their actions may have been misconstrued they should report it to the Head Teacher.

TOUCHING

For the purposes of this document touching is defined as everyday acts of communication by physical means to indicate approval, affection, security or sympathy. For example, a touch or pat on the shoulder, a held hand, an arm around the shoulder, a stroked back or hug/hold are appropriate actions, particularly in a school like ours and with younger pupils. Not only can touching be a positive reinforcement to relationships and a comfort in times of stress but there is also research evidence to indicate that it can be very effective as reinforcement to academic achievement. However, staff should be mindful of the physical context of their actions. They are protected from unfounded accusations of inappropriate physical contact with pupils if witnesses are present. Touching of this type should never take place in private conditions. It is not the intention here to deter physical contact but to ensure that physical contact is not misinterpreted.

TEACHING

In some cases, a member of staff may need to physically support pupils as part of the teaching process, particularly those with challenging, chaotic or inconsistent behaviour. Staff will themselves identify activities in which it is helpful or even essential to touch pupils and give physical direction. They will include: -

- Physiotherapy, and occupational therapy
- Working with pupils with communication difficulties
- Supporting in P.E. including swimming, Rebound therapy, yoga, movement and dance
- Personal skills e.g. dressing and washing hands or face

- Modelling activities e.g. using scissors, washing hands or learning to sit on seats

These types of contact are a legitimate part of every staff member's repertoire of learning/behaviour support and should not normally require recording. Staff will be supported in their proper use.

Physical contact/touch in these circumstances must

- Have a justifiable point
- Never become a power struggle and cease immediately if the child forcibly resists for more than a moment or appears distressed
- Not last longer than necessary to fulfil its point
- Avoid breast and genital areas
- Never take place in private conditions
- Take into account a child's sensitivity to touch. (This should be discussed as part of their Annual Review and individual education plan)

The School considers it is important that staff use and understand the terminology used in all Durham LA establishments in respect of the continuum of Restrictive Physical Interventions.

Set out below is the glossary of terms which staff and others will find useful.

Physical Presence Describes a situation in which staff stand close by or in front of a pupil momentarily, or temporarily in the way of a pupil. Physical presence is a means of both communicating authority and re-establishing safety and security.

Restriction of Access or Exit Describes a situation in which staff stand in doorways or corridors to restrict a pupil's movement, or a room fitted with door catches beyond the reach of the pupil. It is a means of preventing pupils accessing dangerous environments, or leaving a room when it is judged it would be prejudicial to the maintenance of a safe and secure learning environment for them to do so.

Time Out Describes the removal of a pupil from an environment where he/she may be gaining reinforcement to maintain a behaviour to an area or room less likely to reinforce it with the purpose of enabling the pupil to regain self-control. In Durham LA any area or room used for time out must be unlocked and be monitored by staff at all times. Time out should only be used as a planned strategy as part of a PBS Plan

Isolation Describes the separation of a pupil from his/her peers and his/her supervision by a member or members of staff with the purpose of providing him/her with continuous focused supervision and support. Pupils isolated from their peers and supervised by staff must not be in locked rooms.

Seclusion Describes the forcible confinement and segregation of a pupil from his/her peers in situations that are unsupervised by staff. In Durham LA seclusion is not permitted in its schools.

Physical Diversion Describes a means of deflecting a pupil from destructive and/or disruptive behaviour, for example, by holding a hand, placing a hand on the forearm, putting an arm around a shoulder or guiding by placing a hand on the back. It involves little force but serves to reinforce staff attempts to reason with the pupil.

Restrictive Devices Describes those approved mechanical devices, e.g. helmets that are used in a planned manner to prevent self injury. A risk assessment should be undertaken prior to use identifying the benefits and risks associated with the use of the restrictive device, and staff should be fully trained in their usage. Such devices will be prescribed for use by a medical professional. Other professionals such as OT , Physio will be included in the risk assessment

Physical Control Describes the positive use of reasonable minimum force to divert a pupil from committing a criminal offence, harming himself/herself or others, seriously damaging property or disruptive behaviour which prejudices the establishment and maintenance of a safe and secure learning environment. Physical control is normally limited to holding a pupil in a standing or sitting position.

2 Section 93, Education and Inspections Act 2006

Power of members of staff to use force

A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely—

- (a) committing any offence,
- (b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- (c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Only the minimum force necessary to prevent injury or damage should be applied when danger is immediate. It must be shown that any RPI was warranted by the circumstances of the incident and that every possible step was taken to de-escalate the situation

TEAM TEACH PHYSICAL INTERVENTIONS

Only trained staff may use restrictive physical interventions, TEAM TEACH and only after all other de-escalation and/or behaviour management strategies have failed. Staff at Evergreen Primary School have been trained in use of the following physical interventions. They should be regularly refreshed by means of staff meetings and briefings and a 6 hour refresher course every 12 months.

Personal Safety Techniques:

- Arm disengagement
- Neck disengagement
- Clothing & Hair responses
- Bite Responses

Prompts, Guides & Separations

- Caring C Guide
- Turn, gather guide

Single Person Holds

- Help Hug

Two Person Holds

- Two Person Graded holds
- Two person graded hold to chairs

Small Child Techniques

- Small Child Beanbag Responses
- Small Child Escort
- Single Person Double Elbow
- Small child 2 chairs with support

Use of TEAM TEACH Techniques must be recorded on Behaviour Smart on the day it has been used and reported to Judith Benson or Claire Onions. Parents/carers should always be informed of serious incidents involving RPI, on the same day, by the class teacher by telephone. If any injuries occur the DCC Accident/Incident form must be completed. If staff have any concerns regarding their own physical or mental wellbeing following a behaviour incident they must discuss with a member of the SLT.

CORPORAL PUNISHMENT

After a ruling in the Court of European Rights, corporal punishment is banned in all state schools in the Education (No 2) Act 1986. The legal position is unequivocal on this point and supported in Circulars regarding pupils with emotional and behavioural difficulties. Regardless of the legal requirements, corporal punishment is fundamentally inconsistent with the school ethos, which lays emphasis upon the care and respect due to any child and particularly those who have special educational needs including those with ASC.

SAFE SPACE and TIME OUT

This refers to any Space/Time Out that provides safety for the pupil, staff and other pupils. It is a risk assessed, personalised and structured (reported, recorded and reviewed) strategy. It is used in the child's best interests, with the aim of preventing the risk of significant harm to themselves or others.

The use of Safe Space and Time Out will be described in full within the pupil's Behaviour Support Plan.

Legal Considerations

Seclusion describes the forcible confinement and segregation of a pupil from his/her peers in situations that are unsupervised by staff. In Durham LA seclusion is not permitted in its schools.

The 2010 Guidance, referring to the 2002 Guidance principles states;

The use of seclusion (where a person is forced to spend time on their own against their will) is a form of physical intervention and should only be considered in exceptional circumstances. The right to liberty is protected by criminal and civil law and seclusion outside the Mental Health Act should always be proportionate to the risk presented by the pupil.

At Evergreen Primary School learners should never be:

- Locked in a room alone, without support and supervision.
- Deprived of food/drink.
- Denied access to a toilet.
- Isolated in ways that they are unable to express or communicate needs including non- verbal cues
- Prevented from leaving spaces or rooms unless it is for their own protection or to protect the immediate safety of others. The intervention should be proportionate, reasonable and necessary.

Suspension

Fixed term

We do not believe that suspensions are the most effective way to support learners with SEND, and we will always try to adapt and personalise provision for all of our learners in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to suspend a learner for a fixed time period and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the learner, other learners or staff is seriously compromised.
- Incidents of knife crime or the deliberate use of weapons in school.
- Incidents of sexual violence.
- Incidents of significant deliberate damage to property.

Decisions to suspend learners are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the learner.

Permanent Suspension

It is extremely rare for us to permanently suspend a learner at Evergreen Primary School. In the event that Evergreen Primary School is not able to meet the needs of an individual learner, we will always aim to work with the learner's family and the Local Education Authority to identify a suitable alternative placement for a managed move. All exclusions will always be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Pupils.