



Inscape House School

Positive Behaviour Support Policy

Ratified by Governors:

Signed:

(Chair of Pupil Health and Wellbeing)

Date to be reviewed: February 2023

Introduction

At Inscape House School all of our pupils have a diagnosis of Autism which should be their primary need. Many pupils may also have other additional needs or diagnosis such as anxiety, a learning disability, Attachment Disorder, Attention Deficit Hyperactivity Disorder or Tourette's Syndrome.

Children and young people with Autism are likely to have difficulties with communication, social interactions, processing and managing sensory information which can significantly affect how they may perceive and interact with the world.

We recognise that children and young people with additional needs have often experienced the breakdown of prior educational placements, commonly face greater restrictions in their daily lives, and have less access to opportunities than their typically developing peers which can lead to low self-esteem and other mental health needs.

In order to get their needs met our pupils may behave in ways that can be concerning or unsafe.

We believe that all behaviour happens for a reason and are focussed on understanding why a behaviour is happening and then finding ways to support our pupils to learn alternative, functionally equivalent and more socially acceptable ways of getting their needs met in order to enable access to opportunities and minimise, and ultimately eliminate the use of aversive and restrictive practices.

Purpose and scope of policy

Inscape House School is committed to the ongoing implementation of Positive Behavioural Support (PBS) to maximise each student's learning and reduce barriers which include behaviours of concern. The emphasis of PBS is on creating environments that minimise behaviours that challenge and support the learning of new skills.

This policy outlines how we support staff to implement PBS at Inscape House School.

Definitions

Inscape House School uses the term 'behaviours of concern' to refer to behaviour that can be seen as 'challenging'. This can be defined as 'behaviour of such intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the individual or others and is likely to lead to responses that are restrictive, aversive or result in exclusion.' (Royal College of Psychiatrists, British Psychological Society and Royal College of Speech and Language Therapists, 2007).

Multidisciplinary Team (MDT) in the context of Inscape House School consists of Speech and Language Therapy, Occupational Therapy, Positive Behaviour Support, Pastoral, Nurture, Counselling and Play Therapy, Psychology as well as Education Teams.

Roles and Responsibilities

PBS Lead at Inscape House School is responsible for the development, overview of implementation and reviewing of the PBS Policy in consultation with The Senior Leadership Team.

PBS Practitioners will work with the PBS Lead to embed the PBS approach in the area of school they work in. They will provide support and advice at a Tier 1, 2 and 3 level as required.

Leadership Team (Senior, Wider and Middle) are responsible for the embedding of the PBS approach and the supervising of staff that they manage to ensure that they are also working to the same approach. They will also be responsible for addressing breaches of the policy with support from SLT and PBS Lead as appropriate.

Teachers (including Specialist Teachers) are responsible for the modelling and embedding of Tier 1 supports in their daily practice and supporting EA's and SEAs to do the same. They are also responsible for liaising with the MDT as required and responding to recommendations as needed. They will also be familiar with the strategies on pupil Risk Assessment and Management Plans (RAMPS) and support the class team to embed them in everyday practice.

Senior Education Assistants and Educational Assistants will follow the PBS approach and systems under the direction of the class teacher and with support from the PBS Team. They will also be familiar with the strategies on pupil RAMPS and embed them in everyday practice.

Therapy and Additional Support Team are responsible for the modelling and embedding of tier 1 strategies in classrooms and providing support and advice where required. They will also be responsible for Tier 2 and 3 supports in their own disciplines.

Principles

At Inscape House we use a school wide model of Positive Behavioural Support (SWPBS) which incorporates a three-tiered approach to support.

We aim to have a team approach with shared ownership and responsibility for the behaviour of all students, offering to help and support fellow colleagues when required.

Inscape House has a wide and well-established multidisciplinary Team. The multidisciplinary team are involved at all tiers in School Wide Positive Behaviour Support, both in planning implementation and review.

Individualised pupil support will be specified on the Individual Pupil Risk Assessment and Management Plan (RAMP)

Tier 1 Supports

Tier 1 Supports are school wide systems that promote and teach positive behaviours for all students and settings and are embedded into everyday practice by **all staff**. Tier 1 supports also include autism specific approaches, communication and sensory strategies and enabling environments.

Tier 1 PBS Supports include:

- School Wide Positive Expectations – support the implementation of clear boundaries and understanding of appropriate behaviours in the school setting.
- Reinforcing positive behaviour – including school wide reward system (Dojo points)
- PROACT SCIPr-UK ® approach including the use of physical intervention if needed to keep people safe - ***Only to be used as a last resort and using the least restrictive option that is proportionate to the level of risk.***
- Implementation of strategies on individual Risk Assessment and Management Plan (RAMP)
- Corrective responses to behaviours of concern including the use of PBS conferencing
- Proactive teaching of new skills

Tier 2 Supports

Some pupils may require a higher level of support in response to specific behaviours or patterns of behaviour where Tier 1 supports alone have not been effective or are not appropriate. Tier 2 Supports are targeted supports that are implemented under the **direction of the PBS Team** in liaison with the Class Teacher and wider MDT.

Tier 2 PBS Supports include:

- Individualised rewards linked to specific target skills (e.g Tier 2 Check in Sheets)
- Higher frequency of rewards to reinforce a specific behaviour
- Specific adaptations to the environment
- Data analysis from behaviour watch data
- Targeted group or individual activities led by PBS Team (non-function based)
- Targeted skill teaching - Tier 2 Individual Behaviour Support Plan (IBSP)

Tier 3 Supports

A small number of pupils may require more specialist support. Such as those who may display high risk or complex behaviours and/or mental health needs and where Tier 1 and 2 supports are not appropriate or have not been effective. Tier 3 supports are **delivered by the PBS Team, Psychology Team, School Play Therapist or School Counsellors.**

Tier 3 Supports include:

- Functional Behavioural Assessment
- Tier 3 Individual Behaviour Support Plan (IBSP) based on functional assessment

- Individual intervention led by Therapy and Additional Support Team
- Individual reinforcement programmes (function based)
- Individualised data collection, analysis and recording and monitoring systems.
- Formal assessments
- Individual counselling/play therapy sessions

Dissemination and implementation

PBS Training

We will provide all new staff will complete a corporate induction which will include PROACT-SCIPr UK ® and PBS training (18 hrs) which will be followed with an annual refresher (6 hrs) which supports the principles of PBS and the use of proactive, active and reactive strategies as well as the use of Physical Intervention.

Inscape House School Induction also include a training session for new staff on PBS systems within school.

PBS training will also be provided to the whole staff team approximately once per half term (1 hr)

Bespoke training for class teams delivered as and when required.

PBS Support

Each class is allocated a PBS Practitioner that will provide ongoing support and advice to implement the PBS policy in a range of ways such as:

- Providing day to day advice and information to all staff on PBS
- Modelling good PBS and PROACT-SCIPr-UK practice.
- To work with staff teams to design, monitor and review strategies on pupil RAMPS.
- To support class staff with functional behavioural assessment, including functional analysis, observation, data analysis and other indirect assessments under the supervision of PBS lead.
- To design, implement, evaluate and adapt individual recording systems according to the needs of an individual young person under the supervision of PBS lead and support class teams to implement.
- To provide incident feedback to class groups (including the use of physical interventions). This could be verbally, written or through feedback meetings.

Addressing Behaviours of Concern

The principles of PBS **do not** prevent staff from addressing behaviours of concern and implementing clear structure and boundaries. Staff **do** need to respond in order to manage the behaviours, but how this is done will depend upon the circumstances, the risks associated with the behaviour and the needs of the student – Pupil specific responses will be detailed on the individual RAMP.

PBS seeks to avoid the use of punishments (sometimes called sanctions or consequences) - in favour of restorative and constructive approaches. This should take place when the pupil is calm and may take the form of a PBS conference and the teaching of new skills.

The Use of Physical Intervention and Reducing Restrictive Practice

Physical Intervention will only ever be used in situations where there is a clear, immediate risk of harm to the pupil or others and when all other less restrictive interventions have been attempted or ruled out, leaving physical intervention as the **last resort**.

Where physical intervention is required staff should use a gradient approach and always use the **least restrictive option** for the **least amount of time**.

Any planned Physical Interventions will be detailed on the Individual RAMP, this will be agreed by a member of the PBS team, the PBS Lead and signed off by a member of the Senior Leadership Team. Where there is a planned restrictive physical intervention there will always be a long-term plan in place to reduce the use of restrictive practice.

The PBS team will provide ongoing support to teach new skills and develop alternative and less restrictive strategies. Restrictive Practice also includes the use of harnesses, wrists straps, restriction of movement and locked doors and should be subject to the restraint reduction process.

Process for monitoring compliance and effectiveness

Inscape House School will always be a school faced with significant challenges around supporting positive behaviour due to the complex nature of the needs of many of our pupils and the impact of previous placement breakdowns and other additional factors.

Impact of the PBS policy on pupil outcomes will usually be measured on an individual pupil basis. Sometimes this journey will be longer for some than others. Progress will be measured in a range of ways such as reduction in incidents (frequency, severity, duration), increased engagement, demonstrating of new skills, reduced anxiety and improved tolerance and coping skills.

Effective review of the effectiveness of the policy and the embedding of the PBS approach will be linked to the Inscape House School Quality Improvement Plan and will be carried out via various PBS audit tools, staff questionnaires, regular formal and informal observation, Tier 1 self- audits and staff supervision process.

Compliance of the policy will be monitored via Incident forms, PBS meetings, staff supervision process and safeguarding procedures.

Review and revision

The PBS policy will be reviewed every 2 years by the PBS Lead in consultation with The Senior Leadership Team and The Governing Body.

Associated documents

- Inscape House School PBS Conference questions
- Inscape School Anti-Bullying Policy
- Inscape House School Sexual Violence and Sexual Harassment between pupils policy (peer on peer abuse)
- Together Trust Safeguarding Policy
- Together Trust Conflict Resolution/Counter Bullying Policy

Appendices

Inscape House School PBS Guide - provides further details on Inscape House School systems and use of Physical Intervention and Restrictive Practice.

Please also refer to Covid-19 Specific PBS Policy Addendum