



Behaviour Support

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Version History

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1.0	25/6/18	Richard Baines	Added Version History as Part of updated to all Policies for New Intranet Page
2.0	12/7/18	Lucy Ford	Changes made to dates
2.1	05/07/19	Lucy Ford	Changes to Head of Education title throughout document. Change made to section 14. Change made to Section 3.
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3.1	29/09/21	Lucy Ford	Date Changes.
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5.0	20/09/2023	Ailsa Moore	Dates Changes Only
6.0	2.9.2024	Cara Broadbent	Title changes. Inclusion of the CPI Crisis Development Model pg 8.
7.0	11.10.2025	Cara Broadbent	Date Changes. Pg.5 information on celebrating achievements. Pg. 5 reference to the systems being used CPOMs.

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2. Introduction

It is important to remember that the majority of children, young people and adults at Hollybank Trust behave very well and conform to our reasonable expectations. However, it is vital to have a behaviour support policy to achieve a harmonious, safe and stimulating environment for everyone. This policy promotes a positive approach and enables everyone to gain the maximum benefit from the activities of daily living. It also supports staff in achieving a consistent approach in all areas and at all times of day.

3. Purpose

- To encourage an awareness of self-discipline at a level concurrent with cognitive ability, understanding and knowledge.
- To create a safe and secure, orderly and respectful atmosphere that promotes learning and a sense of community, in line with British values.
- To create a climate of mutual respect.
- To develop successful partnerships with the multi-disciplinary team (parents, teaching staff, social care staff, therapy staff, positive behaviour support co-ordinator and other agency representatives), which promote consistency of attitudes and approach to all the children/young people with regard to behaviour, within and beyond the school day.
- To try and find out why the child, young person or adult behaves as he or she does and understand the factors that influence those behaviours.
- To identify early warning signs, which indicate when foreseeable behaviours are developing.
- To support the child or young person in difficult situations and manage crises safely if and when they occur.
- To ensure that the level of support offered in response to behaviours is in accordance with the behaviour support plans of the child or young person, included within their Individual Support Plan (ISP).

4. Relationship to Other Policies and Procedures

This policy needs to be read in conjunction with the Safeguarding Children and Young People Policy. It must be implemented in accordance with the Education (Non-Maintained Special Schools) England Regulations 2015 and the DfE Advice January 2016 Behaviour and Discipline in Schools. It must also reflect the requirements, guidance and advice of the following sources:

Use of Reasonable Force in Schools (DfE 2013) The NMS for Children's Homes (DfE 2015) NICE Guidelines on Challenging Behaviour and Learning Disabilities (NICE 2015) Positive and Proactive Care (DoH 2014)

5. Roles and Responsibilities

The Headteacher will be responsible for ensuring that this policy is implemented and for reporting to governors on its impact.

The Headteacher and staff will apply the principles identified within this document when implementing the whole school approaches to positive behaviour support.

If an exclusion is necessary, they will also:

- Inform the parent of any period of exclusion
- Give the reasons for an exclusion
- Advise the parent/ carer how representations can be made, that they are responsible for ensuring that their child is not found in a public place and on what alternative education will be provided.

- Notify both the LA and the Governing Body of the details of the exclusion, including the reasons for it.

6. A Positive approach to Behaviour Support

At Hollybank we take a positive approach to behaviour support and positive behaviour is promoted in the following ways:

- Make staff aware that their own behaviour and attitudes are vital in promoting positive behaviour in children and young people and that staff should therefore model what is acceptable.
- Good behaviour will be recognised and celebrated throughout the Trust through verbal praise to the pupils and with parents/ other relevant staff, celebration assemblies, displaying achievements and end of year assemblies.
- Ensure that tasks presented are stimulating, challenging and are meeting individual needs. Children and young people should understand what is expected of them and receive constructive feedback regarding their actions.
- Ensure staff promote the guiding philosophy of the Crisis Prevention Institute safety interventions 'care, safety, welfare & security.'
- Try to find out why the child or young person behaves in the way he/she does, using functional assessment (attention/ sensory/ tangible/ escape.) through the use of A,B,C charts (Antecedents, Behaviour, Consequence) and documenting our observations on the CPOM's system under behaviour support.
- Understand the factors that influence that behaviour. All behaviours happen for a reason; all behaviour is communication.
- Identify early warning signs that indicate foreseeable behaviours are developing.
- Behaviour plans always focus on proactive strategies to reduce the likelihood, using least restrictive principles which are always proportionate to the risk of the behaviour presented.
- Follow the trauma informed care principles; safety, transparency and trustworthiness, choice, collaboration and mutuality & empowerment.

7. Sanctions

A sanction will be an agreed constructive approach in response to a behaviour issue. It is recognised that even infrequent inappropriate behaviour may need sanctions.

It is not felt that staff will need to exercise the right to search pupils within Hollybank School, given the nature of the children and young people we support. If the need does arise guidance will be sought from the Headteacher.

Children and young people who have behaviour support plans will have specific sanctions agreed by the multi-disciplinary team supporting them. These will outline the approach preferred and guide the responses of all staff. This will ensure consistency in how situations are managed within and beyond the school day.

Sanctions are most effective if they are clear, brief, reasonable and realistic.

Staff should do their utmost to ensure that sanctions are carried out in the agreed way in order that the children and young people receive a consistent message in relation to actions and consequences.

Sanctions are most meaningful to the child/young person if they take place within a short period of time in relation to the behaviour. However, it should be recognised that when young people's feelings are aroused they will usually need additional time to compose themselves before constructive communication can be established.

It is important when applying sanctions to ensure that the child/young person's self-esteem is not diminished and that it is the behaviour that is being punished not the child/young person.

The responses and behaviour of staff should be examined as closely as that of the child/young person.

Sanctions which may be used at Hollybank are:

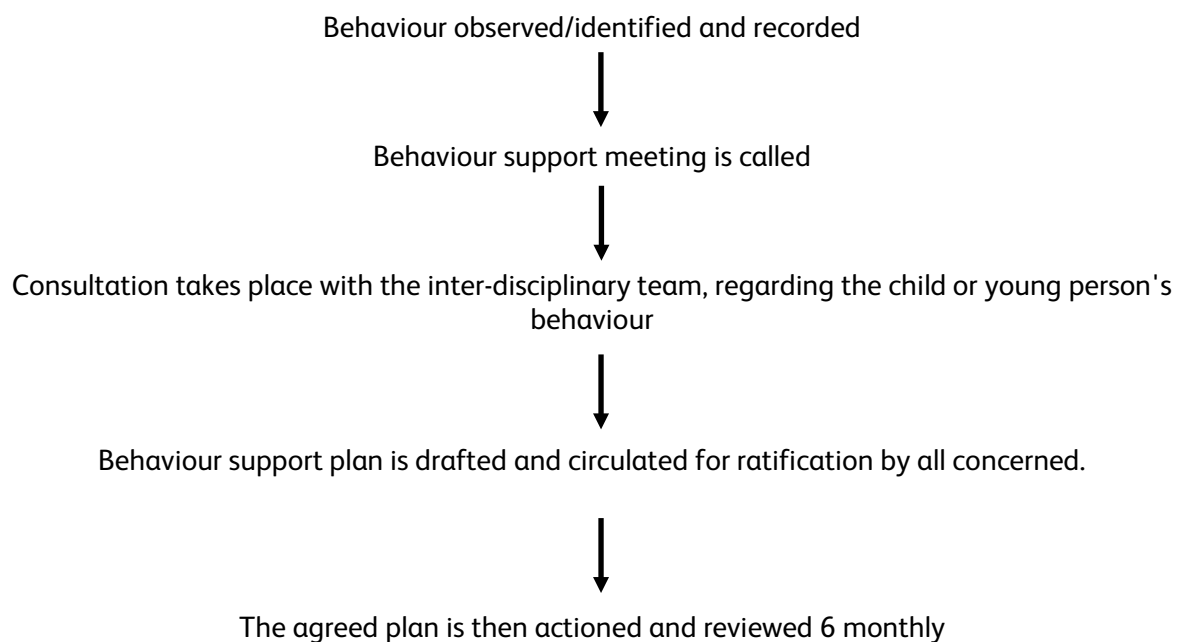
- **Reprimand** - These can range between mild to more serious reprimand and may involve the use of verbal/ signed or verbal expressions. They will tend to be used the most frequently in response to unacceptable behaviour.
- **Restitution** - putting things right, picking something up
- **Reparation** - undertaking a task that is relevant to the situation as compensation for the misbehaviour
- **Removal** - taking the child or young person away from a situation to give them a chance to calm down, however we must not inadvertently seclude a young person.

Sanctions which are forbidden at Hollybank are:

- **Corporal punishment** - smacking or any other physical punishment
- **Deprivation** - of food or drink
- **Restriction** - visits, contact, communication
- **Withdrawal of medication or treatment**
- **Deprivation of sleep**
- **Imposition of fines**

8. Behaviour Support

All staff should adopt a positive approach to improving behaviour and to build self-esteem. It is acknowledged that some children and young people behave in ways that make it necessary for a plan to be devised which manages their behaviour consistently. Individual behaviour support plans are agreed and ratified in consultation with the multi-disciplinary team of parents, teaching staff, social care staff, therapy staff and other agency representatives. The process for adopting these plans is as follows:



9. Behaviour Support Plans

Behaviour support plans will be recorded formally and be part of the child or young person's Individual Support Plan (ISP). Plans will set out the actions required in order to:

- Meet the child or young person's needs.
- Encourage the child or young person to make positive choices and develop self-control.
- Support the child or young person in difficult situations.
- Manage crises safely and when they occur.
- Prevent behaviours by focusing on preventing triggers from occurring.

Behaviour support plans will record:

- The behaviours observed and identified.
- Possible causes or triggers for the behaviours, a holistic understanding of the child.
- Factors believed to have influenced the child or young person's behaviours.
- Communication methods to help the child express their needs in a more positive way.
- The identifiable risk.
- The assessment of the risk.
- Measures available to reduce the risk.
- Management strategy for the risk associated with the behaviour of the child or young person.
- How information will be shared and with whom.
- Any staff training issues that arise.
- When the plan and management strategies will be evaluated and by whom.

10. Risk Assessments and Planning for Use of Techniques and Methods to Support Positive Behaviour

All behaviours must be known and disclosed at the point of assessment before a child / young person is accepted for a place at Hollybank Trust. Most children / young people will have a behaviour support plan, which will identify behaviours, risks and hazards and set out methods by which they can be reduced. The risk assessments will be reviewed as and when required and updated at least annually. Behaviour support plans must be reviewed annually unless new behaviours are identified or a review is needed earlier. Parental agreement must be sought for any changes. The following behaviours are identified as requiring the use of behaviour management techniques and methods:

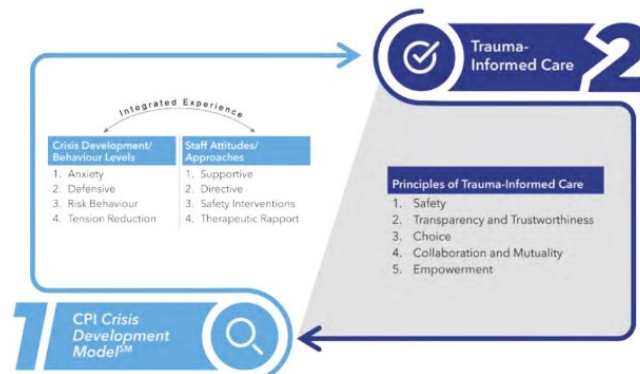
- self-harm
- injury to others
- loss of self-control
- behaviour that is considered to be dangerous
- criminal behaviour
- damage to property
- any behaviour that is considered prejudicial to the maintenance of good order throughout the Trust
- disrupting others from their learning and chosen pursuits

All resulting management strategies will also be identified:

- de-escalation
- diffusion
- diversion
- distraction

- modelling behaviour
- re-shaping behaviour
- physical interventions, which are reasonable and absolutely necessary in accordance with CPI approved methods.

CPI approved methods are only to be used by staff trained in CPI safety interventions following the CPI Crisis Development Model.



The techniques and methods used will be agreed in partnership with the multi-disciplinary team which is made up of some or all of the following; parents, teaching staff, social care staff, therapy staff, positive behaviour support co-ordinator and other agency representatives.

In an emergency situation, where a young person has acted in ways which were not foreseen, staff most only respond with action consistent with reasonable and appropriate force – as taught in the CPI training.

The scale and nature of any physical intervention **must be in proportion** to both the behaviour and the nature of the harm that the child/young person may cause. These judgements must be made at the time, taking due account of all the circumstances and with the minimum amount of physical intervention being used.

The techniques deployed should be those with which the staff are familiar. They should be able to use them safely and following CPI guidance.

11. Reporting and Recording the Use of Physical Interventions

After incidents in which restrictive physical intervention is used staff should report and record the matter. All incidents requiring the use of restrictive physical intervention are marked with a * and should be documented immediately within the Kardex and then on the incident management system.

The manager of the staff involved in the physical intervention will be responsible for informing the parents/carers and LA representatives where necessary/ appropriate.

12. Repair, Reflection and Review (Post Incident Support)

Incidents of challenging behaviour that require the use of restrictive physical interventions can be upsetting for all involved. Follow up with the child/young person is important so that they may develop better understanding and learn better coping strategies.

Staff who have been involved with the physical intervention will meet with their line manager to talk about and record the incident. This meeting will be conducted in a supportive way.

It is important to acknowledge that whilst most incidents are minor, they can still cause upset and distress to both staff and the child/young person. With appropriate level of reflective support everyone in the incident can recover, rebuild and restore positive relationships.

13. Monitoring

The Headteacher will monitor and evaluate incidents of challenging behaviour and review procedures as necessary. This will be reported to the governors termly.

They will also monitor the use of sanctions to ensure that a fair and consistent approach is used by all staff when dealing with incidents of unacceptable behaviour. If a problem is recurring then a forecast meeting will be arranged where members of the multi-disciplinary team will discuss the issues and agree a new approach / change to the behaviour support plan (co-ordinated by the School Senior Leaders)

The governors will review any increase or changes in the number of incidents being reported and ensure that the policy is up to date and being adhered to.

School Senior Leaders will co-ordinate the behaviour support process and advise staff of any changes required to the behaviour support plans of individual children/young people.

14. Responding to Complaints

The use of sanctions and physical interventions can lead to allegations of inappropriate or excessive punishment. In the event of a complaint being received in relation to the use of sanctions or force by staff, the matter will be dealt with under the Trust's disciplinary procedures, or by the police, social services and /or Ofsted.

15. Staff Training

The Trust will endeavour to maintain a team of staff to provide Positive Behaviour Support trainers who will provide:

- Training for staff teams applicable to the needs of the people they support identified through a Training Needs Analysis completed at least annually
- Ensure training adheres to the Crisis Prevention Institute's (CPI'S) framework which is BILD ACT certified and Restraint Reduction Training Standards (RRTS) compliant.
- Support teams to access functional assessments where required to further understand why someone engages in Behaviours of Concern
- Contribute to a Multi-Disciplinary approach to support developing and implementing effective strategies designed to minimise Behaviours of Concern and improve Quality of Life
- Support teams to write and implement Behaviour Support Plans
- Support managers to review instances of restrictive practice monthly, and discuss within the monthly PBS Group for Hollybank Trust

16. Conclusion

Each situation provides a range of options to consider and for each option we have to balance the disadvantages against the advantages in order to work towards the best solution. By providing opportunities for support, reflection and repair we allow all those involved to learn how to better manage their feelings and therefore their behaviour.