



Positive Behaviour Support Policy

November 2025

Policy updated	November 2025
Next review	November 2026

“Nobody is ‘naughty’ at Princes. The staff understand this and work *with* the difficulties of the children.” Parent Feedback, 2019.

INTRODUCTION

At Princes Primary School we aim to create a positive and enjoyable learning environment in which our pupils thrive. Positive relationships are at the heart of everything that we do. We recognise that all pupils are different and we understand that the needs and level of support required will differ accordingly. Every child at our school is treated with dignity and respect. Our behaviour support is devised in a bespoke, child-centred way and considers a range of factors such as communication difficulties, sensory needs and well-being. The elements outlined in this document must be seen in the context of the pupils’ individual needs and their relationship with the world around them.

We understand that behaviours are a form of communication and that behaviour serves a purpose. It is our duty to understand the function of a behaviour so that we can provide effective and appropriate support. Positive Behaviour Support is an integral part of the Princes curriculum as it incorporates the teaching of positive communication skills, emotional regulation and the personal, social and emotional development of every pupil. Celebrating the strengths of our pupils is a key part of our curriculum and our behaviour support emulates this.

We use the Positive Behaviour Support approach at our school. This approach was developed by the British Institute of Learning Disabilities (BILD) and is appropriate for the children at our school.

OUR AIMS

All members of staff will work together with pupils, parents/carers, governors and with other professionals to:

- understand the functions of a behaviour.
- support behaviours and improve quality of life for pupils.
- teach pupils the skills to meet the function of their behaviours in a different way.

All members of staff at Princes Primary School are committed to...

- maintaining a consistent, supportive and nurturing environment for our pupils.
- supporting our pupils with empathy, care and understanding.
- providing tailored support for our pupils and their families.
- maintaining a pro-active and honest environment in which staff members are supported to reflect on, and develop, their own practice.

OUR EXPECTATIONS

It is an expectation that all staff will understand and support the complex behaviours that our pupils may display. This care and understanding is what enables our pupils to thrive.

Senior Leaders are responsible for ensuring that all members of staff within the school are consistent in promoting high standards, that they accept responsibility for their actions and that they act within the duty of care for our pupils. Senior Leaders are expected to support staff in responding to behaviour incidents. It is also the responsibility of the Senior Leadership Team to lead, monitor and develop teaching and learning to improve behaviour support at our school.

Teachers are expected to keep parents/carers informed of any behaviours of concern. Class Dojo, phone calls and meetings should be utilised to maintain an open dialogue of support. Teachers must observe, monitor and record behaviours. It is expected that teachers, together with their class team, will strive to understand the function of a behaviour so that they can provide appropriate support. Teachers are responsible for writing Behaviour Support Plans and must work with their class team, colleagues and other professionals to develop pro-active strategies that support and reduce behaviours. Teachers must work together with professionals from services such as Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy and Occupational Therapy. The class teacher is expected to discuss behaviour concerns with the Behaviour Support Team and to contribute to behaviour support meetings.

Teaching Assistants are expected to work together with their class team to teach the skills outlined in a pupil's Behaviour Support Plan. Learning Support Assistants are responsible for observing, monitoring and recording behaviour concerns. There is an expectation that Learning Support Assistants will contribute to behaviour support meetings and that they will follow the contents of a Behaviour Support Plan effectively and consistently. Learning Support Assistants are expected to take a pro-active approach to behaviour and to contribute to incident debriefs in a reflective and transparent manner.

Parents/Carers should feel able to communicate with the school regarding any behaviours that they are concerned about. Parents/carers will receive a copy of their child's Behaviour Support Plan and they are asked to sign and contribute to any plans accordingly. Parents/carers should feel as though they have an active role in supporting and understanding their child's behaviours.

Governors are expected to support the head teacher and staff in the implementation of this policy and to be fully informed of matters concerning behaviour. Governors are expected to play an active role in ensuring that our school aims are met.

PUPIL SUPPORT SYSTEMS

BEHAVIOURS OF CONCERN

At Princes Primary School, we recognise that challenging behaviour can be an ambiguous term. We understand that people can experience behaviour in different ways. We have adopted the term '**behaviours of concern**' as this encompasses a wide range of complex behaviours. We understand behaviours of concern to be behaviours that do not follow accepted norms. These behaviours may not necessarily result in harm but can still cause significant limitations to daily life. Adopting this term enables us to include a wider range of behaviours in our Behaviour Support Plans. This ensures that we are providing the necessary skills to our pupils so that they can meet the function of their behaviours in ways that are safe and appropriate. We understand that behaviours can be complex and can happen for many different reasons.

PRO-ACTIVE STRATEGIES

Whilst we acknowledge that there is no single strategy that can meet all our pupils' needs, sanctions are **not** an acceptable behaviour strategy at our school. Instead, our strategies focus on pro-active, de-escalation strategies, the development of communication skills, and the development of emotional regulation skills. These skills should be child specific and clearly listed in a Behaviour Support Plan. Some of the pro-active strategies used at our school include:

Positive reinforcements: verbal praise, celebrating with clapping, high fives etc, tangible rewards such as choice of favourite activity, toy or comforters, special treats or outings, stickers/certificates, notes home and messages to parents/carers.

NB: This should not be viewed as 'rewarding bad behaviour' but as a motivator that enriches our pupils' wellbeing and quality of life.

De-escalation techniques: reducing language used, reducing demands, reducing stimuli, use of humour, calm tone of voice, non-threatening body language, swapping adults/change of face, using favoured items/people to distract or to diffuse, negotiation, offering alternatives, false choices, redirecting to a different activity/space.

Positive environment: A focus on well-being, visual supports, timetables, routines and consistency, orderly classroom and other environments, calm/break out spaces, opportunities for choosing and for exerting control, visual choice boards, reward systems, 'working for...' visuals.

Teaching of skills: improving mutual and self-regulation skills, improving communication skills, improving personal and social skills, improving independence for our pupils.

BEHAVIOUR SUPPORT PLANS

At Princes Primary School, any child who requires additional behaviour support will receive a bespoke and detailed Behaviour Support Plan which is sometimes called an Individual Behaviour Plan or IBP. The purpose of this plan is to provide support which specifically focuses on meeting the function of behaviour through the use of pro-active strategies and the teaching of new skills. Positive Behaviour Support provides pupils with the skillset to meet the function of their behaviours in a different way. Behaviour Support Plans should explicitly state the function, or suspected function, of each behaviour and how this function will be supported accordingly.

Not every pupil at Princes Primary School will require a Behaviour Support Plan. Teachers are responsible for deciding if a pupil requires a behaviour plan and it is expected that teachers will work with the class team, parents/carers, and any outside professionals to create a Behaviour Support Plan. Parental involvement plays a vital role in our behaviour support. Parents are encouraged to suggest strategies that are effective at home as this ensures consistency between home and school. Parents/carers should always have an up-to-date copy of their child's Behaviour Support Plan and all plans must be agreed to, and signed, by the parents/carer.

Pupils should be involved in the creation of their Behaviour Support Plan wherever possible. This might involve some pupils saying what they would like the adults within their class team to do to support them when they are upset. For others, this might involve their class team and parents/ carers working together to create a list of de-escalation techniques that involve the pupil's strengths, likes and interests.

BEHAVIOUR INCIDENT RECORDING

At Princes Primary School we use an online platform called CPOMS to record and analyse behaviour incidents. This analysis is used to identify areas of need within the school so that strategic interventions can be developed where necessary. CPOMS is tailored to the needs of our school and is updated whenever necessary to support ongoing data collection and analysis and to reflect the changing needs of our pupils.

All staff receive annual training on how to use CPOMS to complete a behaviour incident record. It is an expectation that all staff are competent users of the system. It is vital that all staff provide as much information as possible when they are recording a behaviour incident. Staff must refrain from using judgemental language and should be factually correct. Serious incidents must also be reported to the Senior Leadership Team so that they can offer appropriate support if necessary.

Due to the nature of our pupils, it is not always appropriate to record low level behaviours on CPOMS. It is the responsibility of the class teacher to monitor the frequency and nature of low-level behaviours. Teachers may also be asked by the Behaviour Support Team to collect other forms of evidence including, but not limited to, observations, motivational assessment scales and ABC/STAR charts. Teachers should liaise with their class teams and with parents/carers when they are completing additional recording so that the data is accurate and can be used to provide the most effective support for the pupil.

PHYSICAL INTERVENTION

All staff members are trained to use Team Teach which is a BILD accredited programme. All staff members are required to complete regular refresher training to keep up to date with current practices. The Team Teach accredited trainers at Princes Primary School are Niamh Boyd, Amy O'Sullivan and Claire Williams.

Team Teach focuses on the use of de-escalation techniques and explicitly states that physical intervention should only be used **as a last resort**. Physical intervention should only be used if it is proportionate, reasonable and necessary. Physical intervention should **not** be used as a behaviour strategy. The use of planned physical interventions should be clearly stated in pupils' behaviour plans and parents/carers must be notified if physical intervention has taken place.

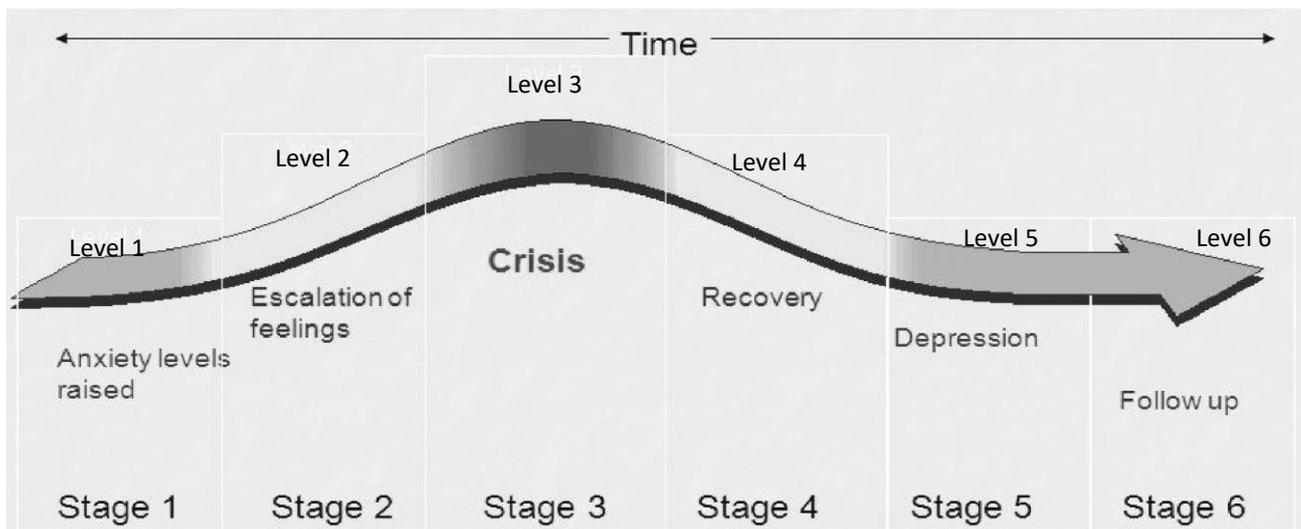
Physical interventions must be child specific and integrated with other less intrusive approaches. There must be a clear rationale for the use of planned/unplanned physical intervention and any physical intervention must fully adhere to national legal requirements.

We are committed to reducing the use of physical restraint. Detailed, personalised behaviour plans and multi-agency skill setting contribute to reducing the need for physical interventions. Behaviour Support Plans and behaviour support meetings should consistently emphasise the use of pro-active, non-restrictive strategies and it is expected that these strategies will exist within a nurturing and reflective learning environment in which necessary changes are made to better support individual pupils. Behaviour plans and support meetings must establish a time frame in which the number of physical interventions should have reduced or ceased altogether.

STAFF DEVELOPMENT

Staff regularly receive bespoke training that reflects the changing needs of our pupils. Some of this training includes the different reasons a behaviour might occur and how to identify what that behaviour is communicating. Specific support and training is also available to class teams via behaviour support meetings so that strategies can be made relevant for individual pupils.

Staff also receive regular training on the Stages of Crisis model as advocated by Team Teach and as illustrated in the diagram below. It is expected that all members of staff will provide effective, appropriate and robust support to pupils at all stages of the Crisis model and that this support will follow the principles and expectations of this behaviour support policy.



LINKS TO OTHER POLICIES & LEGAL FRAMEWORKS

This policy links to our Physical Intervention Policy, Safeguarding Policy, Whistleblowing Policy and our Continuous Professional Development Policy.

Keeping Children Safe in Education (2020) and the Equality Act (2010) states that it is the legal duty of all staff to safeguard and respect the pupils at our school.

All members of staff are legally required to follow the principles set out in the Children's Act (2004) and the following articles from the Human Rights Act (1998):

Article 3: The right to be free from inhumane or degrading treatment.

Article 5: The right to liberty and security.

Article 14. The right not to be discriminated against.

Additionally, Working Together to Safeguarding Children (2020) states that a pupil should be the main focus of any decision making and that it is our duty to work in partnership with pupils and their families.