



Positive Behaviour Support Policy

Date reviewed: November 2024

Date to be reviewed: November 2025 (or as and when required)

1) Introduction and aims

The positive behaviour support policy aims to:

- 1.1 Create a positive culture that promotes self-regulated behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment.
- 1.2 Establish a whole-school approach to maintaining our collective beliefs of a positive approach to understanding behaviour, as it relates to learners with a variety of complexities at Ivy House School.
- 1.3 Outline the principles and practices which support the management of positive behaviour at Ivy House School, including Loddons' PROACT SCIP® - "Whole Approach".
- 1.4 Set out the procedures which should be followed to ensure the welfare of both students, staff and visitors to school.
- 1.5 Each member of staff has read and signed to indicate that they agree and understand this policy.

2) Philosophy

- 2.1 Ivy House School adopts the ethos and philosophy from [Loddon's PROACT-SCIPr-UK®](#) and promotes the importance of the individual student's needs and wants. Behaviour strategies are personalised, proactive and are there to provide consistent positive behaviour supports. The Class Team, Senior Leadership Team and parents/carers are involved in the writing of positive behaviour support plans. The aim is to provide students with the ability to manage their own behaviours, increase their self-esteem, personal development and their engagement in learning.
- 2.2 We consider behaviours which challenge always happen for a reason and might be the only way a student can communicate – it can arise for different reasons which are personal to the individual. Students who display, or are at risk of displaying behaviours which challenge, might need support which involves both positive support and as a last resort may need a physical intervention. Any intervention must be legally and ethically justified, be absolutely necessary to prevent serious harm and be the least restrictive option.
- 2.3 The school is committed to ensuring the safety and mental well-being of all students, protecting them from harm, including self-injurious behaviours. The school also ensures the safety and mental well-being of staff, providing training, individual proactive passports and/or positive behaviour support plans and recording and debriefing procedures, to enable them to have the knowledge, skills and support they require to meet the different challenging behaviours that they may encounter.
- 2.4 Sexual violence and harassment, including peer-on-peer (child-on-child) sexual abuse will be taken very seriously within our school and we will use the guidance contained within our Safeguarding & Child Protection Policy, as well as guidance from Part Five in KCSiE (Keeping Children Safe in Education) in dealing with such incidents.
- 2.5 We provide opportunities for teachers and class teams to learn, understand and have insight into why our students become dysregulated, and reflect on how/why it impacts on their behaviour. To work collectively with our students, their parents/carers 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.

- 2.6 We believe that students want to behave well. We believe that our students 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. We consider their communication systems, social interaction skills, sensory and emotional needs as well as the role we play in supporting them to develop these knowledge and skills. Students are better able to behave well when their needs are well met in school, at home and in the community.
- 2.7 How students behave gives us important information about how they are feeling. Our students have a wide range of different communication styles and many of our students are pre or non-verbal, using Augmentative and Alternative Communication (AAC) systems to communicate their physical and emotional needs. Support students to effectively self-regulate is a very important way to promote them to self-regulate and behaviour in a positive manner.
- 2.8 Students with profound and complex needs will need a personalised approach to support them to manage 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. Students can learn to improve their behaviour, however, students at Ivy House School find learning difficult; learning a new behaviour is a task, just like learning to read. As adults, we must consider the learning styles and needs of students, we must also have realistic expectations about the rate of progress a student will make when learning to adapt or develop new behaviours. Most of our students learn in small, incremental steps over a long period of time. Mistakes are part of the learning process. We don't make a judgement about it, instead we support our students to get it right.
- 2.9 We support staff 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 staff must be committed to developing their practice and sharing their knowledge and experiences. This is a commitment to continuing professional development and learning, our commitment to coaching and mentoring, reflective practice, peer support and professional competence and responsibility.

3) Principles and procedures

- 3.1 Positive behaviour is supported through the use of:
- Clear, concise language
 - Positive reinforcement
 - High expectations
 - Routines
 - Rules and boundaries
 - Appropriate and individualised alternative and augmentative communication
 - Individualised curriculum
 - Consistent approaches that reflect the PROACT-SCIPr-UK® philosophy
 - All staff are aware of proactive passports (see appendix 7) and follow them consistently
 - Reparation wherever possible and appropriate
 - Descriptive praise
 - Fair and predictable responses to both positive and negative behaviour

3.2 How we can support our students

- Being mindful and reflecting on the quality of our relationships with each other and them
- Reflecting and being committed to continuously improve on the quality of our provision
- Reflecting with parents/carers and other professionals so we are well-informed and have insight and understand of their individual needs
- Reflecting and planning the 'scaffolding' we put in place to support them to learn self-regulation skills
- By observing, gathering and analysing data on behaviour – to ensure our strategies 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
- To work in close partnership with our students, their parents/carers, other professionals working with them e.g. occupational therapy, speech and language therapy, complex behaviour team, learning disability support team, CAMHS etc.
- To invest time, and allow safe spaces and opportunities for students to practise this knowledge and skills and make mistakes from which they can learn, develop and grow
- Have communication systems in place and readily available when a student is presenting as dysregulation. 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 sure of other communication methods.
- Know students sensory processing difficulties and have appropriate strategies and recourses available to support their student to access sensory strategies that may allow them to de-escalate and return to a state of better regulation.
- Ensure planning meets the students range of needs e.g. equipment, staffing, sensory needs and sensory diets
- Support students to develop high self-esteem so that they believe they can succeed
- Frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviour. Focusing on what you want the student to do.
- Know what motivates each student and use this as positive reinforcements
- Consistent class/lesson/activities routines support students understand expectations, manage anxiety, mentally and physically prepare themselves for their day – allowing them to learn how to self-regulate, engage with learning and manage their behaviours positively. This must be explicitly taught, don't assume them know them. staff will teach routines for all activities. The more consistency there is over routines, the easier it is for our students. Class teams should however also reflect on how they support students to adapt to changes in routines and how they prepare them for changes, as this is an important life skill. Changes to routines should be practices using appropriate visual resources to allow our students to learn that changes can be managed in a positive manner.

3.3 Sensory Processing Needs:

- Sensory processing difficulties can impact on our students 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.

Classes should ensure that they:

- Organise the environment clearly, with visual cues and signposts (written, symbols, objects of reference etc.)
- Speak clearly, slowly and calmly, and give students time to respond

- Ensure students sensory needs are supported through embedding sensory diets and movement breaks 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 items etc)
- Support students to recognise when they are becoming dysregulated (label emotions and feelings) so they are able to learn to ask for a break or appropriate self-regulatory strategy to support them in regulating better
- Monitor physical and emotional well-being of students and recognise signals of being distressed, unwell, in pain or upset
- Enabling environments through making reasonable adjustments is a statutory obligation in disability law (see Equality Act 2010)

3.4 Understanding self-injurious behaviour

- Self-injurious behaviour is when a student physically harms themselves. It's sometimes called self-harm. This might be head banging, hitting/slapping themselves, biting, hair pulling, skin picking etc. The student may have no other way of telling us their needs, wants and feelings. It 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. When this happens staff should work collaboratively with the students, their parent/carer, positive behaviour support team and other professionals to try and find ways to prevent or replace this behaviour
- Responding quickly and consistently when a student self-injures
- Keep responses low key, limit verbal comments, facial expressions and other displays emotion. Try to speak calmly and clearly, in a neutral and steady tone of voice
- Reduce demands – the student may be finding the task too difficult or overwhelming
- Remove physical and sensory discomforts - consider their sensory processing difficulties or diets
- redirect – tell them what they need to do instead of the self-injurious behaviour e.g. "Fred, hands down". Use visual cues such as a picture symbol to support instructions
- Provide light physical guidance – if the student 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 redirect their attention to another activity and pre prepared to provide physical guidance again.
- Use barriers – place a barrier between the student and the object that is causing harm. E.g. head slapping, place a pillow or cushion between their head and the hand.

3.5 Rewards:

- Should be highly motivating to the individual pupil
- Should be appropriate to the student's cognitive ability
- Should reinforce positive behaviours
- Staff who work with the pupils should be aware of rewards to promote positive behaviour, and how these are used, as per the proactive passports
- Should be delivered in a timely manner to suit each individual, e.g. in the moment, during plenary etc
- Students may receive a variety of tangible rewards such as verbal praise, stickers, high fives, reward time etc

- A weekly department assembly celebrate students achievements, engagement and progress, students are celebrated and given a scented certificate

3.6 Consequences:

- We do not believe in sanction or punishment
- We believe in 'natural consequences', for example, if a student throws a favourite toy and it breaks, the natural consequence will be that they can no longer play with it
- Should be as a result of the challenging behaviour, and never directed towards the student
- Should never be the removal of previous rewards

Behaviour	Consequence
Student disrupts an activity or behaves in a way that causes dysregulation and/or makes others feel unsafe.	Student has a movement break Student is supported by an adult to self-regulate and access their proactive strategies Student misses out on activity (natural consequence)

- It is important that staff review what has happened. Was there anything that could have been done differently to support the learner before escalation?

3.7 Reparation

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

We believe that our students 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 pupils mind on the punishment rather than what they did. This can result in further challenging behaviour and escalation in needs.

Staff must 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.

3.8 Recording and Reporting

- Any student who displays challenging behaviours will have a proactive passport which will inform staff about their likes, triggers and proactive and reactive strategies to help regulate them
- Proactive passports will be updated annually, or as and when any changes are identified following an incident or new behaviours that arise.
- Positive behaviour support plans will be created if a student requires a physical intervention. This will show their triggers, warning signs, behaviours displayed, reactive strategies and de-escalation techniques. These plans will need to be reviewed half termly by class staff / behaviour leads, and will need signing by the class teacher, behaviour leads and family. (appendix 2)
- "Low level" behaviour incidents are recorded on a Microsoft Form (appendix 3). This is completed daily by class staff to ensure there is an accurate log and potential steps can be put in place to support the student. Some classes will

use tally sheets to record behaviours daily and then upload these to the low level Microsoft form. (appendix 4)

- “High level” behavioural incidents are recorded in a paper log book (appendix 5) which is located in the pastoral / safeguarding office and is to be filled out with Tara Gaskin or Katie Brown (Behaviour Leads), and a debrief will be given. (appendix 6).
- Any behaviour that requires a physical intervention or results in an injury to themselves, another pupil or a member of staff should be recorded in the behaviour log book, and the accident book and form is to be completed.
- All behaviour logs will be monitored by the positive behaviour support team on a weekly basis and formally reviewed each half term. This will be used to inform strategic planning and to aid discussions with class teachers, behaviour meetings and other external agencies for possible interventions and further support
- At the first weekly behaviour meeting following a school holiday, any patterns or changes in behaviour will be discussed and a plan for the next half term will be made
- Any training needs will be identified by the behaviour leads and addressed accordingly
- The behaviour leads will report to the Academy Council on a regular basis to share behaviour data, strengths and developments.
- The behaviour leads will report and meet with the Shaw Education Trust education team on a regular basis to share behaviour data, strengths and developments.

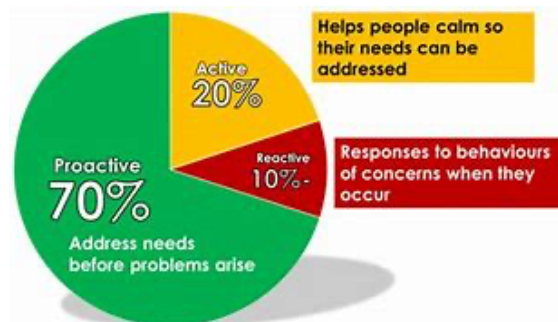
3.9 Physical intervention:

- Physical intervention should be avoided where possible and are a last resort
- Physical interventions will only be used in line with Government guidelines in the RRN (BILD Restraint Reduction Network) training standards and as a duty of care to prevent injury to pupils or themselves
- The school follows the guidance as set out in the Liberty Protection Safeguards for pupils aged 16 and over. For students under 16, restriction of liberty can only be agreed with the explicit consent of the parents/carers and if acting in the best interests of the students. Ivy House School does not condone restricting an individual's movements unless this places the individual, another student or a staff member at immediate risk of harm
- No student will ever be locked in a room or isolated area of the school, either with or without staff present
- No member of staff should use a physical intervention unless they have been specifically trained to do so by an accredited trainer of PROACT-SCIPr-UK®
- Any student who is identified as requiring a physical intervention should have a specific risk assessment stating this
- Any student who is identified as requiring a physical intervention should have this stated on their proactive passport and a positive behaviour support plan should be completed and signed by the class teacher, behaviour leads, the senior leadership team and their parents/carers
- Physical interventions should be used only in the best interest of the pupil, or to prevent injury to staff or another pupil
- **The minimum intervention needed should be used for the shortest amount of time**
- Any physical interventions used should be recorded in the behaviour log book and reported to the behaviour leads or a member of SLT
- If a member of staff or another pupil has been injured, then an accident form and must be completed.

- If there has been an incident involving an unplanned physical intervention staff must immediately report it to the behaviour leads or SLT and record it. A positive behaviour support plan should be completed, and risk assessments should be updated to reflect this.

3.10 Training

- All staff will receive PROACT-SCIPr-UK® introductory and foundation training, and will attend an annual refresher
- All staff will receive training on the recording and reporting procedures at least annually
- Staff will receive additional training on specific proactive, active and reactive strategies personalised for each student through small group training sessions / supervisions / behaviour meetings
- Staff will have access to half termly behaviour meetings which will be attended through following a RAG rated calendar with the higher need in red and those classes with minimal or no behaviours in green. This will address any issues and any training needs identified.
- Drop-in sessions can also be accessed and these will be derived from any issues identified from weekly class supervision's and from data that has been collected and reviewed by the behaviour leads
- The behaviour leads will attend The Shaw Education Trust 'Behaviour and Inclusion' Hub Meetings on a termly basis
- The behaviour leads will attend relevant training and workshops throughout the academic year to ensure they are up to date with current practices and strategies in place in the UK
- Behaviour leads will attend a yearly annual refresher for their PROACT-SCIPr-UK® instructor course
- Staff in classes identified by behaviour leads will receive person specific training, this may include physical interventions
- The behaviour leads will identify a pupil who may require a physical intervention and will prepare a written rationale and risk assessment prior to the training, this will be shared with the Headteacher



3.11 Outside Agencies

- The school will consult with outside agencies as and when appropriate, including: CAMHS, educational psychologist, complex behaviour team and occupational therapy.
- When advice is given, the staff will follow this and adjust the proactive passports / positive behaviour support plans to include any new information and strategies given. Any reports will be kept in the students personal file located in Microsoft Teams.

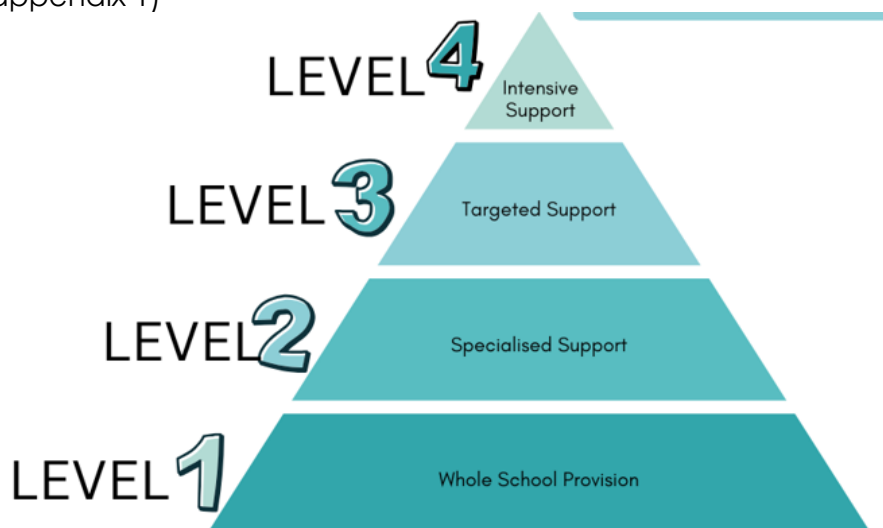
3.9 Positive Behaviour Support Team

- Our staff share collective responsibility for support regulation and behaviour, although we have a dedicated Positive Behaviour Support Team who work

with staff, students, families and other professionals to monitor, analyse and support students regulation and behaviour

- They work closely with multi-agency teams helping to improve students outcomes in the classroom and the community
- The team support across the school community, in school and at home, but there are cases where some students present with more complex or challenging behaviours, they also provide and facilitate specialist and targeting support. We have a tiered approach to support which are outlined below.

(See appendix 1)



Level 1 – Whole School Provision

- Enabling Environments
- Communication Approach
- Inclusivity and Positive Risk-Taking
- Proactive Passport (without triggers)

Level 2 – Specialised Support

- Proactive Passport (without triggers)
- Individual Proactive Strategies
- Support in Key Areas
- School-Level Behaviour Support Team
 - Collaborates with families
- Specialist Advice and Support
 - Sensory Occupational Therapist (OT)
 - Educational Psychologist

Level 3 – Targeted Support

- Specialist Advice and Support
 - Sensory Occupational Therapist (OT)
 - Educational Psychologist
- Specialist Equipment and Resources
- Proactive Passport (With Triggers)
- Enhanced Individual Proactive Strategies
 - Now/Next
 - Movement Breaks

- Work Cards
- Individual Timetables
- Sensory Diets
- Self-Regulation Strategies
- Triangulation
 - Collaboration with external professionals, parents/carers, and the school team
- Early Help Assessment
 - Offered to families

Level 4 – Intensive Support (Last Resort)

- Specialist Advice and Support
 - Loddon
 - Learning Disability Team
 - Complex Behaviour Team
- Additional Specialist Equipment and Resources
- Comprehensive Individual Proactive Strategies
 - Now/Next
 - Movement Breaks
 - Work Cards
 - Individual Timetables
 - Sensory Diets
 - Self-Regulation Strategies
- Triangulation
 - Collaboration with external professionals, parents/carers, and the school team
- Positive behaviour support plan
 - As referred by Loddon

4) Legislation, statutory requirements and statutory guidance

4.1 This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written

statement of behaviour principles, and gives schools the authority to confiscate pupils' property

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

5 Conclusion

5.1 The procedures outlined above are to ensure that each pupil is supported to manage their own behaviours, and to ensure staff act in the best interests of the pupils. They provide staff with a systematic way of working and set out expectations as per the PROACT-SCIPr-UK® philosophy.

Ivy House School is committed to acting in the best interests of both pupils and staff, for both their physical safety and mental wellbeing.

Emergencies and unforeseen circumstances can happen. If there is an unplanned response to prevent harm in an emergency the member of staff should inform the behaviour lead immediately and paperwork can be updated as part of a review.

Appendix 1 – Tiered Approach of Behaviour Support



4

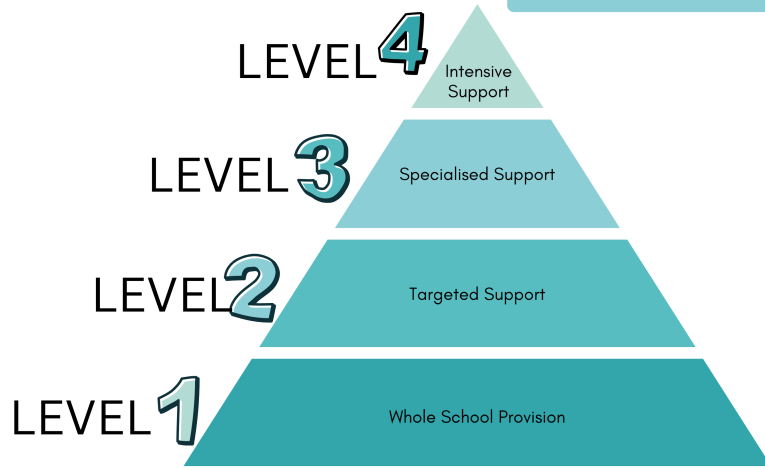
LEVELS OF BEHAVIOUR SUPPORT

- Level 1 - Whole School Provision**
- Enabling Environments
 - Communication Approach
 - Inclusivity and Positive Risk-Taking
 - Proactive Passport (Without Triggers)

- Level 2 - Targeted Support**
- Proactive Passport (With Triggers)
 - Individual Proactive Strategies
 - Now/Next
 - Movement Breaks
 - Work Cards
 - Support in Key Areas
 - School-Level Behaviour Support Team
 - Collaborates with families

- Level 3 - Specialised Support**
- Specialist Advice and Support
 - Sensory Occupational Therapist (OT)
 - Educational Psychologist
 - Specialist Equipment and Resources
 - Proactive Passport (With Triggers)
 - Enhanced Individual Proactive Strategies
 - Now/Next
 - Movement Breaks
 - Work Cards
 - Individual Timetables
 - Sensory Diets
 - Self-Regulation Strategies
 - Triangulation
 - Collaboration with external professionals, parents/carers, and the school team
 - Early Help Assessment
 - Offered to families

- Level 4 - Intensive Support (Last Resort)**
- Specialist Advice and Support
 - Loddon
 - Learning Disability Team
 - Complex Behaviour Team
 - Additional Specialist Equipment and Resources
 - Comprehensive Individual Proactive Strategies
 - Now/Next
 - Movement Breaks
 - Work Cards
 - Individual Timetables
 - Sensory Diets
 - Self-Regulation Strategies
 - Triangulation
 - Collaboration with external professionals, parents/carers, and the school team
 - Physical Intervention Plan
 - Following Loddon principles



Appendix 2 – Positive Behaviour Support Plan



PROACT-SCIPr-UK® Positive Behaviour Support Plan

My full name:	
What I like to be called:	
Gender:	
Date of birth:	
My home address: (incl. telephone numbers)	
Names (and contact details) of those people who are important in my life:	
My religious, cultural and lifestyle needs and preferences:	
An overview of my medical history, including any diagnoses:	
Current medical needs that require support (including any allergies/infections):	
Any other important information about me I'd like you to know:	

© General Tools – Positive Behaviour Support Plan V3 1/1/2022 The Loddon Foundation Ltd t/a Loddon Training

This demonstrates the page one of 12. The behaviour team have access to the full document, if you require a copy please ask Tara Gaskin or Katie Brown.

Appendix 3 – Microsoft form (low-level behaviours)

Daily Behaviour Log

* Required

1. Date: *

2. Time of incident: *

- Morning Routine (arrival into school/ circle time)
- Lesson 1
- Break time
- Lesson 2
- Lunchtime
- Lesson 3
- Lesson 4
- End of Day routine (snack/going home)
- Continuous throughout the day

3. Does this student receive Pupil Premium funding? *

- Yes
- No

This demonstrates the page one of Microsoft Form. You can scan the QR Code below to see the whole form.



Appendix 4 – Behaviour tally sheet

Ivy House School – Behavioural Incidents Statistical Record- Name: _____

Date: _____

Week beginning date:	9.20 – 10.00	AM 1 10.00-10.30	Snack/ Playground 10.30-11	AM 2 11.00-11.30	Lunch time (before dinner) 11.45-12.30	Dinner hall & personal care 12.30-1.15	Eaten dinner?	PM 1 1.30-2	PM 2 2.45-3.15	Snack/ Food Tech 2.45-3.15	End of day routine 3.15-3.40
Monday											
Tuesday											
Wednesday											
Thursday											
Friday											

Triggers Key:
 1 = Grabbing 2 = Pinching 3 = Biting 4 = Scratching 5 = Hair pulling 6 = Dropping to floor 7 = Stripping 8 = Escaping 9 = Masturbation
 Towards staff = S Towards a pupil = P SH = Self-harming
Trigger Notes:

Appendix 5 - Behaviour Log Book form

Ivy House School - Behaviour Incident Form

Student name:	Student Behaviour Level:
Day and Date:	Staff involved:
Time:	Place:
Setting Conditions: <i>(Eg: illness, change to routine, physical need, medication)</i>	
Trigger: <i>(E.g.: Noise, demand placed upon them)</i>	
Pupil action: <i>(What behaviour was displayed, how long for)</i>	
Reason: <i>(What need did this satisfy?)</i>	
Staff action: <i>(Redirect, change of face, physical intervention)</i>	
Physical Intervention: <i>(Yes/No, which intervention, who by, how long for, why?)</i>	
Any Injury? <i>(specify injury and who was injured)</i>	Accident Microsoft form completed:
	Accident book completed:
Staff signature:	Date:
Behaviour Team signature:	Date:

Appendix 6 Staff debrief form



Staff Debrief Form

Name:	Date:
SLT completing form:	Individual's involved:
How are you feeling?	
What happened? <i>(What was the incident? What was the consequence? Was a physical intervention used? Which one? Why?)</i>	
What communication strategy was used with the young person?	
What behavioural support strategies did you use?	
Why were these not successful?	
Did you use a physical intervention? Why?	



<p>Is there anything you think you could have done differently now the situation has ended?</p>
<p>Do you think support strategies need reviewing?</p>
<p>Is there any additional support that you need?</p>
<p>How are you feeling now?</p>

Staff signature:

Date:

Behaviour Team signature:

Date:

Appendix 7 – Proactive passports

Name Proactive
Passport

Things to help
me:

Things I like:

Things I dislike:

I like to be rewarded by:

Name:
Proactive Passport
24/25

Level :

Sensory Diet :

Things that help me:

Triggers :

Behaviours:

**I like to be
rewarded by:**

**Reactive
strategies:**