

# Field Heath House School



## Positive Behaviour Support Policy

### Introduction

At Field Heath School our students have a range or combination of significant disabilities and needs. Our students with learning and developmental disabilities are likely to have difficulties with communication, social interactions, physical health, processing and managing sensory input. These difficulties affect how our students view and engage with the world around them. They are likely to develop social and emotional challenges, which could further generate other mental health needs. Our Students have an increased chance of acquiring other behaviours that serve important functions for them, but may be classified as Behaviours of Concern by others. These behaviours can have a negative impact upon the Student, others, their environment, relationships and their quality of life. Our vision is to enable our young people to live life to the full in a challenging and constantly changing world.

At Field Heath School, We believe that all behaviours serve a function and can be used to try to communicate a variety of things. Behaviours of concern always happen for a reason and may be the Students only way of communicating an unmet need. PBS helps us understand the reason for the behaviour so we can better meet our student's needs, enhance their quality of life and reduce the likelihood that the behaviour will happen. We are committed to understanding and knowing our students, finding ways to support them. Through skills teaching they are able to learn alternative, functionally and more socially acceptable ways of expressing themselves.

### Aims of Positive Behaviour Support (PBS)

The overall aim of Positive Behaviour Support (PBS) is to improve the quality of a person's life and that of the people around them. This approach applies a rigorous evidence base, broad expertise and long-standing experience to find and enable both short and long-term solutions that bring about lasting change.

PBS provides the right support for our students, their family and Stakeholders to help people lead a meaningful life and learn new skills without unnecessary restrictions.

At Field Heath House School we aim to:

- *Provide a safe and secure environment to help our Students feel good and happy.*

- *Provide an environment where each young person feels valued and respected and are provided with an empathetic approach.*
- *Promote a kind, friendly and fun atmosphere, ensuring that new staff get to know our students and their needs; understanding how life experiences can shape current behaviour.*
- *Provide the educational resources and communication tools needed to help our students understand relevant information and enable them to make their own decisions.*
- *Work together as a team and use a person centred approach to get to know each individual and try to understand the functions of their behaviour.*
- *Provide appropriate strategies and support to empower individuals to regulate their own emotions, be independent, communicate their needs and feel valued as a person.*
- *Promote an honest and open culture to ensure the right support for the child or young person is sought and provided.*
- *Support all students in community participation.*
- *Celebrate achievements and promote self-esteem and positive relationships.*
- *Ensure consistent responses from staff, when supporting behaviours of concern.*
- *Encourage and reinforce positive behaviour and always consider others.*
- *Provide staff with training, coaching and mentoring on the implementation of PBS.*
- *Provide good, clear records in line with confidentiality and data protection policies.*

## **The Intent of PBS**

- The intent is for all students to have a good quality of life, having a positive impact on their wellbeing and all stakeholders involved.
- To equip students with the skills needed to communicate appropriately through skills teaching, in order to have their needs met.
- All staff have the necessary skills to effectively support students in line with their BSP's and documentation.
- A reduction in restrictive practices and behaviours of concern.

## **PERMAH™ Theory of Well-Being**

At Pield Heath House School, we always place the wellbeing of our students and staff at the heart of our core ethos. Like all Parents/Guardians, we want the very best for all our students and will make it our absolute priority to ensure all pupils are happy, safe and flourish.

To allow our students to be the best they can be, we want to ensure we get the right wellbeing support for all. Therefore, we have adopted the PERMAH approach (Positive Emotions, Engagement,

Relationship, Meaningful, Achievement, Health) to effectively support the wellbeing, needs and development of our pupils.

We recognise that approaches and our provision must be person centred, as there are many different routes to a flourishing life.

Therefore, embedding the PERMAH approach enables our students' voices to be heard, encouraging them to succeed, make more informed choices and "live life to the full" which is aligned with our schools values and beliefs.

Throughout the Teaching and Learning provision, we provide the opportunity for our students to engage in meaningful and purposeful activities that motivates them across all of the curriculums. Personalised targets aim to 'skills teach' each young person to manage their own behaviour by modelling how to self-regulate and cope with things they find difficult.

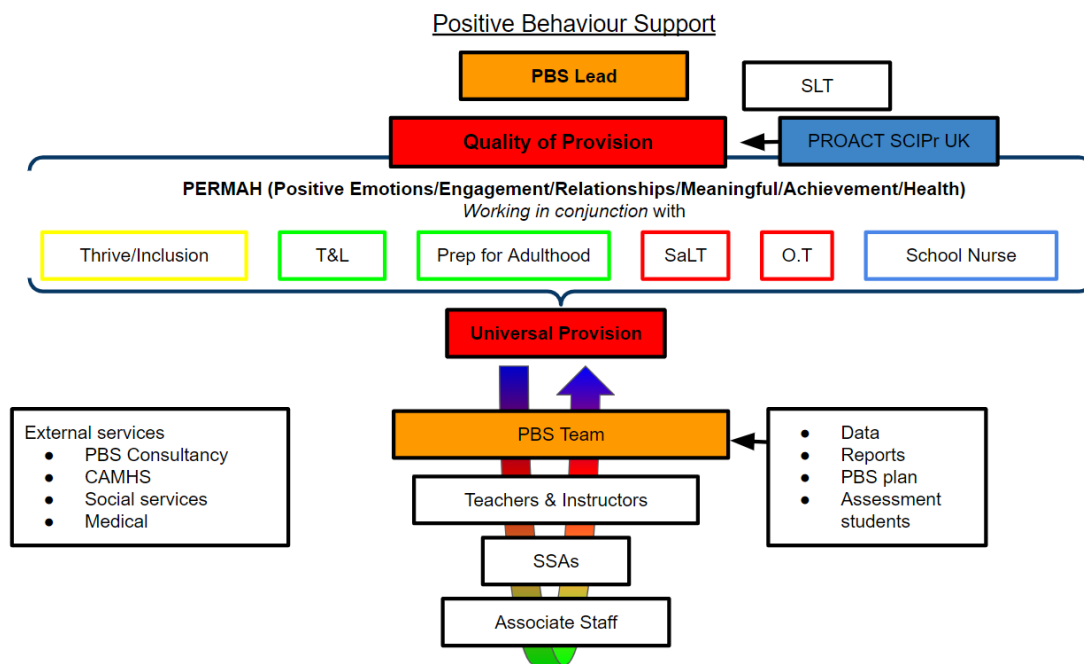


## Individual Positive Behaviour Support Plans

If we can work out the meaning of the behaviour, we are then in a better position to encourage a more appropriate response. Each student has a one page PBS profile, documenting the best ways to support each student. This is supported by their 'Strategies to support' Document which highlights the Proactive, Active and Reactive Strategies for each student. Some of our specialist students have a more comprehensive PBS plan, with input from various professionals.

## The Positive Behaviour Support framework

The Positive Behaviour Support framework is implemented by all specialist areas working in conjunction together under the PERMAH model. All areas feed into the universal provision, which supports cohesive structure.

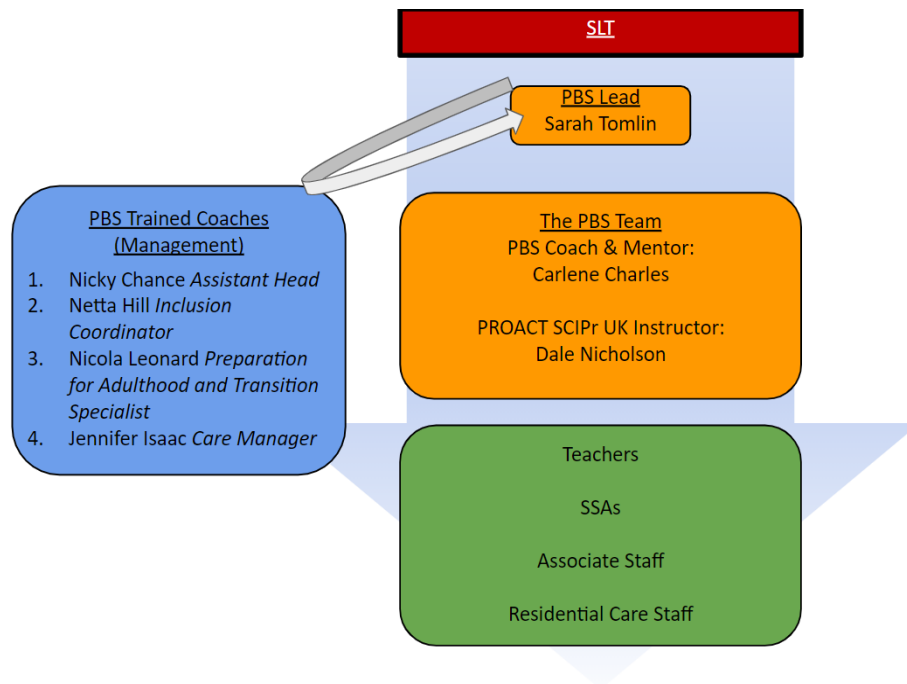


The Quality of Provision provides a framework, where provision can be supported and reviewed with the intention of all staff working in partnership to ensure the provision matches the students needs (PERMAH). The function of the system allows scheduled Meetings to be had, with a wide network of support for an individual student or a whole class group. Information is analysed, shared and discussed, creating outcomes to ensure the Quality of Provision is effective and progressive.

## Roles and responsibilities within PBS

There are various [roles within the PBS](#) framework that are required to be carried out by all staff for the intended outcomes to be achieved.

## The current structure is as follows (Sept 2021)



## Tiered Student Profiles (RAG)

Based on the students' needs and the complexity of their holistic profile, students are ragged into a tiered hierarchy. Interventions needed to support the students are dependent on where each student is situated within the tiers.

	Student Profile	Intervention
<b>Specialist</b>	Behaviour Crisis Multiple Contributing Factors Major Health and Safety Concerns Medical Modification Attendance (below 95%)	Supported by external professionals (CAHMs, PBS, Early Intervention) Thrive Safeguarding Functional Assessment PCP/Personalised Timetable PROACT SCIPr UK Quality of Provision
<b>Targeted</b>	Unable to Access Learning Environment Spike/ Change in Behaviour Contributing factor	TAC MDT referral Student Observations Staff Mentoring PBS Plan Review Supporting Documentation Debrief Student Monitoring Form/ ABC chart
<b>Universal</b>	Positive Emotions Engagement Relationships Meaningful Achievement	Strategies to support (The Whole Approach) One page profiles Class debrief Out of Class Register SEMH EHCP Targets Individual Learning Profiles

## Referral Process

Referrals regarding a student can be made by any member of staff, in consultation with the class team around the child or young person

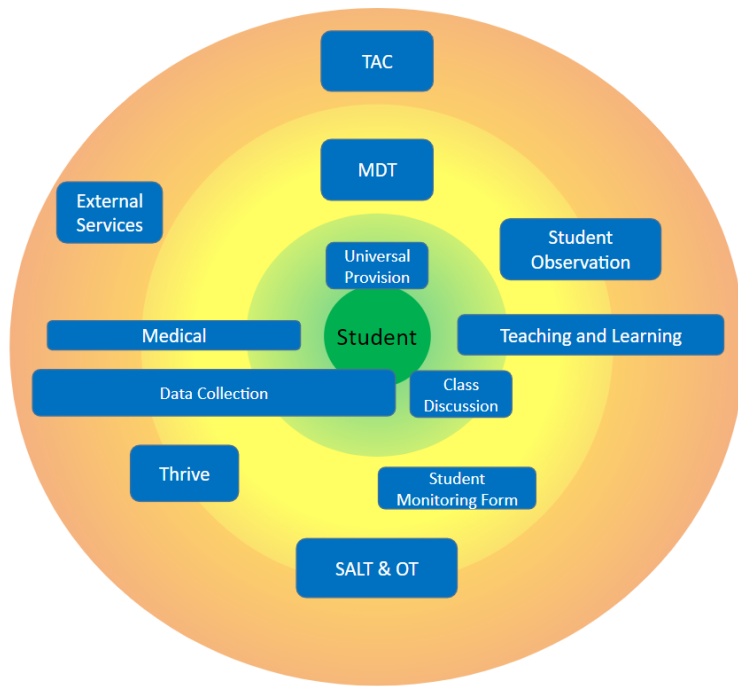
### KEY CONTACT FOR REFERRAL

- Sarah Tomlin and Senior Leadership team

A referral is made to the named persons. The key contact will arrange an MDT meeting with the relevant professionals to discuss the reason for referral. A follow up action plan will be devised and a review date will be set. Minutes will be kept and the Action Plan will be fed back to all staff working with the child or young person. Progress of the work of the MDT will be reviewed half termly by The PBS Team and SLT.

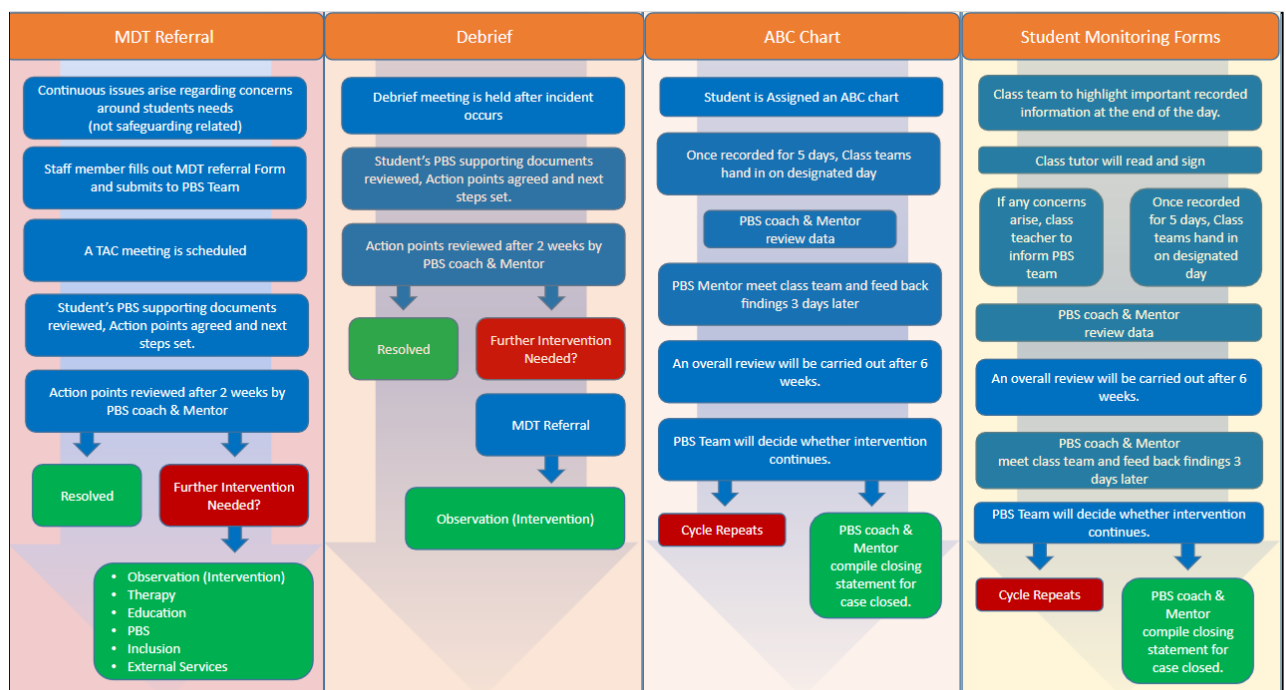
## Student Circle of Support

The PBS circle of support diagram illustrates how students are supported, based on their tier allocation.



## Interventions

Interventions provide a greater understanding of the student's needs. It allows the observer to gain information through a targeted approach with clear objectives and intended outcomes. The PERMA model becomes the assessment criteria, with the aim of making the necessary adjustments to ensure all areas are supporting the students wellbeing and development.



## Observations

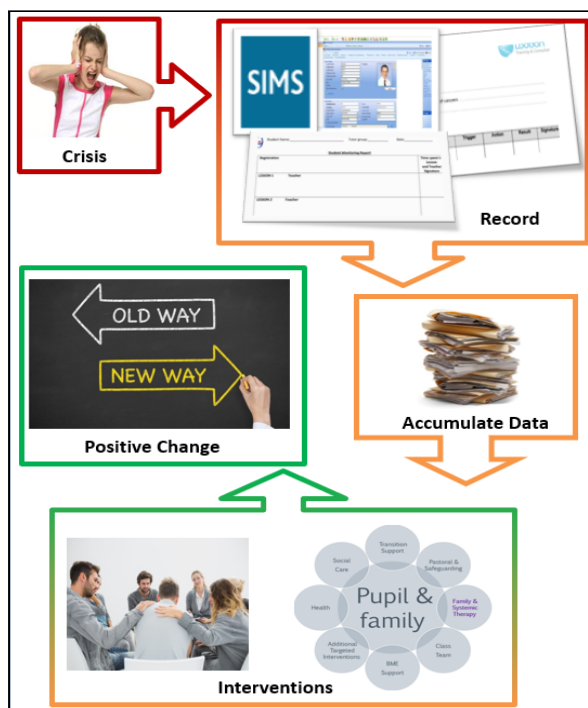
Observations are carried out to capture first hand data, which will inform next steps. This process will ensure that the needs of our students are being met through Universal Provision. The outcomes may identify and highlight whether a student needs to transition into a new tier, with the most effective intervention put in place to meet the intended outcomes.

## Logging and Reporting System

All incidents must be inputted into sims before the end of the day it occurs, and a full incident report, witness statements, and home school link within 24 hours must be completed.

All restraints must be reported directly to The PBS Lead and a Senior Member of staff before the end of the same day

Any injuries and damage to property must be reported to the school Nurse and the PBS Team in completing a sims incident report.



## Remote learning

During the remote learning process The Early Intervention Model is carried out. Students are ragged(RAG), based on Needs, Family Network, Welfare, External Service providers and Key Workers. This enabled the Red or Amber students and families to receive specialist and targeted support and interventions, based on their needs and the impact of the pandemic.



## The Early Intervention Model

Remote Learning, Tiered Student Profile - Based on Coronavirus (COVID-19): Guidance and Support		
	Student Profile	Intervention
Specialist	<p><b>Risk Assessment Outcomes – Red (based on Guidance on the Coronavirus: COVID-19)</b>            - Cause for concern. Needs cannot be met safely in the home environment.</p> <ul style="list-style-type: none"> <li>Mental health &amp; Wellbeing – their mental health and emotional wellbeing would not be supported fully in the family home.</li> <li>Behaviour – they would be at risk of causing significant harm to themselves or others, or to property. Their behaviour can be abusive or volatile.</li> <li>Safeguarding – the child or young person is at risk of significant harm from abuse or neglect. They may not be safe in the family home.</li> <li>Therapy provision – At risk of significant motor function limitations; pain; of not being able to take part in occupations of daily living; of regression in skills e.g. communication skills.</li> <li>Monitoring arrangements – Intensive monitoring required due to current concerns regarding the child, young person or family risks. This is likely a result of historical and current concerns about the child or family, previous Children's Services or multi-agency involvement. Additional support is likely to be required from partner agencies.</li> </ul>	<ul style="list-style-type: none"> <li>Liaison with Local Authorities</li> <li>Social services</li> <li>Safeguarding Team</li> <li>Specialist family intervention (SLT/Family Liaison)</li> <li>Family Debrief</li> <li>Attending School (if not attending school, other interventions may still be applicable)</li> </ul>
Targeted	<p><b>Risk Assessment Outcomes – Amber (based on Guidance on the Coronavirus: COVID-19)</b>            – some concerns exist but these are currently being effectively supported with a package of education or care.</p> <ul style="list-style-type: none"> <li>Family circumstances/indicate stressors- referred by tutor or other staff</li> <li>Unable to adjust to change</li> <li>Spike/ Change in Behaviour</li> <li>Multiple Contributing factors</li> </ul>	<ul style="list-style-type: none"> <li>TAC Meeting</li> <li>ABC Charts</li> <li>Behaviour strategies implemented in partnership with Parents/ Guardians.</li> <li>PCP/Personalised Timetable for Home (including sensory needs)</li> <li>PBS Team Meetings with Tutors &amp; Class teams</li> <li>Arranged Phone or Video contact with relevant Staff</li> <li>Targeted Universal Communication Aid provided to support home setting (With SaLT leading).</li> <li>Sensory diet/programme</li> </ul>
Universal	<p><b>Risk Assessment Outcomes – Green (based on Guidance on the Coronavirus: COVID-19)</b>            - Pupil is assessed to be safe within their current setting (home, care placement or at school)</p> <ul style="list-style-type: none"> <li>Safeguarding – Their basic needs could be met fully in the family home.</li> <li>Mental health and wellbeing – their mental health and emotional wellbeing would be met fully in the family home.</li> <li>Behaviour – their behavioural needs could be met fully in the family home.</li> <li>Monitoring arrangements – Universal support and monitoring is in place to check that the child, young person and parents are coping and managing the home-based learning arrangements being provided by the school.</li> </ul>	<ul style="list-style-type: none"> <li>Families are contacted by Tutors on a weekly basis.</li> <li>Person Centred homework is provided for students</li> <li>Families continue to implement successful strategies in place at home.</li> <li>Universal Communication Aid provided to support home setting.</li> </ul>

The [PBS Parent guide](#) supports families to implement Positive behaviour approaches in the home, providing practical examples of what it might look like.

[ABC Charts](#) are adapted and parents are trained in the use and how to share best practice as a network between school, home and external agencies. Families are able to track behaviours of concern in the home environment using a PBS tool. This enables parents/careers to understand the process of tracking specific behaviours, whilst working in partnership with school. The outcomes: a collaborative approach allowed the PBS team to track behaviours at home (and school), updating and providing acute strategies to help stakeholders to, based on data and evidence on a 24hr cycle.

### [Strategies to support: Home and Community:](#)

The strategies to support Home and Community provides families, careers and external agencies with a comprehensive support plan of how best to support students at home and in community settings.

During Remote Learning, there is an increase of remote meetings with CAMHS provisions, Social workers and PBS providers. This ensures that all stakeholders work together, in the best interest of the student and family needs.

The [MDT Intervention Action Plans](#) Provides staff with the tool to raise any concerns regarding a student, based on the [home school link](#) information obtained from weekly contact made with parents, carers and supporting professionals.

Remote TAC meetings are organised, involving tutors, class teams, the PBS team, SaLT and Management to effectively equip and action staff to provide specialist support for students and families who are highlighted as needing interventions.

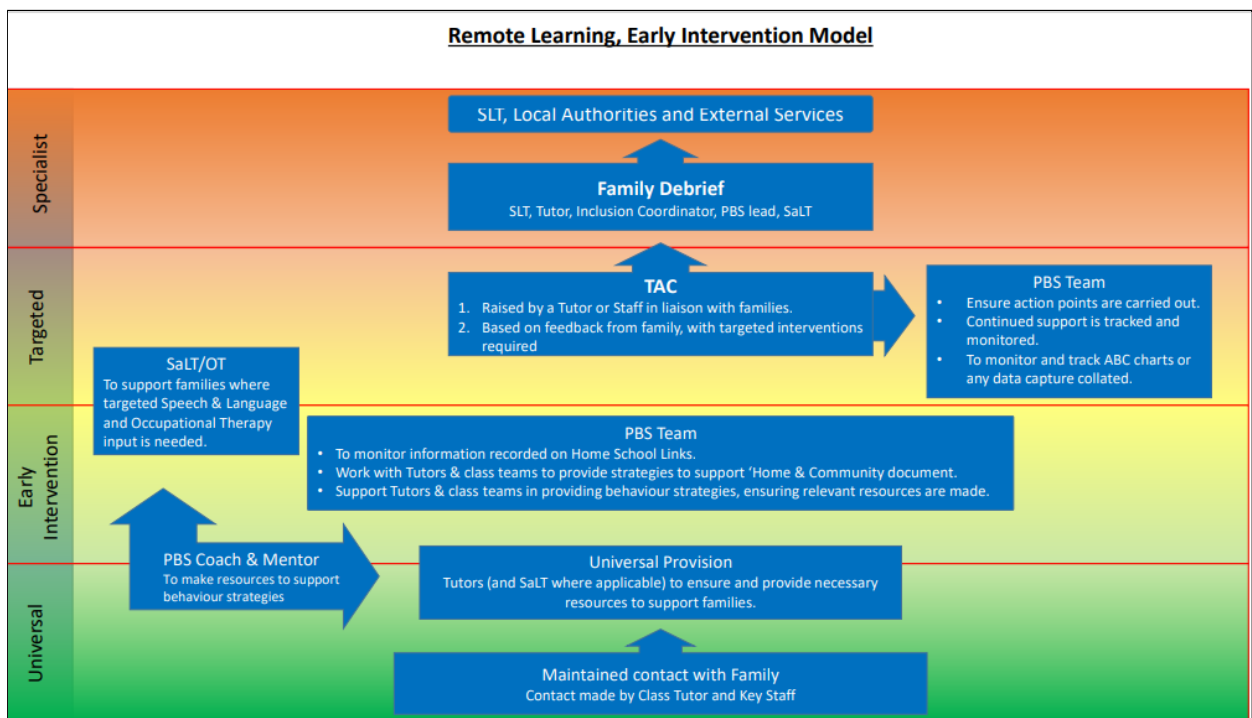
All staff are asked to populate the [Development, implement, and monitor Universal Strategies and Person centered tracking](#) documents, so all universal interventions can be tracked. This allows the

PBS team to proactively track and note any gaps in provision, directing class teams on what is outstanding. SLT are able to monitor allocation of workload amongst class teams and SSAs, supported by the [Workload tracking for SSA's](#) document.

In preparation for students returning on site, [Student Packs](#) are produced. This provides an Overview and Updated information on students remote learning experience, behaviours, contributing factors and external support. Staff who support students attending school during the partial provision period will be proactive, knowing the students baseline, putting the relevant strategies in place. This will minimise the probability of an increase of incidents occurring onsite.

The PBS framework supports the [Recovery Curriculum Framework](#), giving guidance on each of the 5 levers. Staff are given a baseline of how to effectively support students and each other through the recovery curriculum process, using PBS strategies. Staff record and track student behaviours via [the Recovery Curriculum Student Monitoring Form](#). This allowed the PBS team to track students and classes, identifying any next steps needed as interventions.

### Remote Learning Tiered Student Profiles



## **BILD - Positive Behaviour Support**

The overall aim of PBS is to improve the quality of a person's life and that of the people around them. Pield Heath House school is registered and affiliated with Bild.

The PBS and PROACT SCIPr UK working in partnership are:

- Defined by the students need
- Emphasis on lifestyle change
- Individual feels successful
- Diminish the use of punishers
- Proactive
- Activities that surround the student creates a satisfying life.

By applying the principles of the PERMAH model to the day-to-day school experience, we are actively equipping ourselves and the students we support with tools, with which to build strong foundations. In this way, we can prepare our students for life ahead as positively as possible; considering the people, activities, places and challenges of everyday life in an ever changing world)

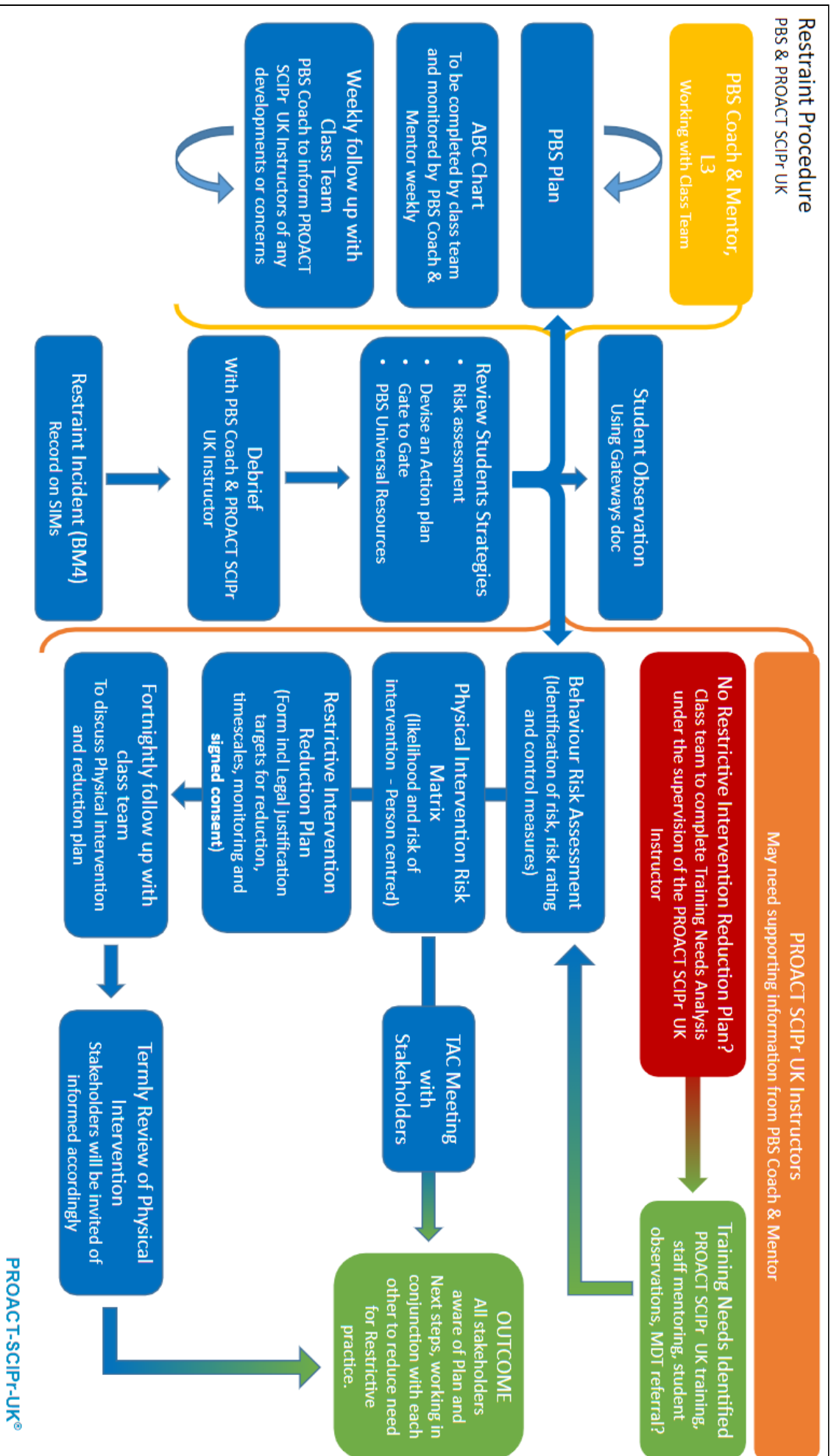
Impact will be measured and monitored through the analysis of data. This could be through a variety of methods such as

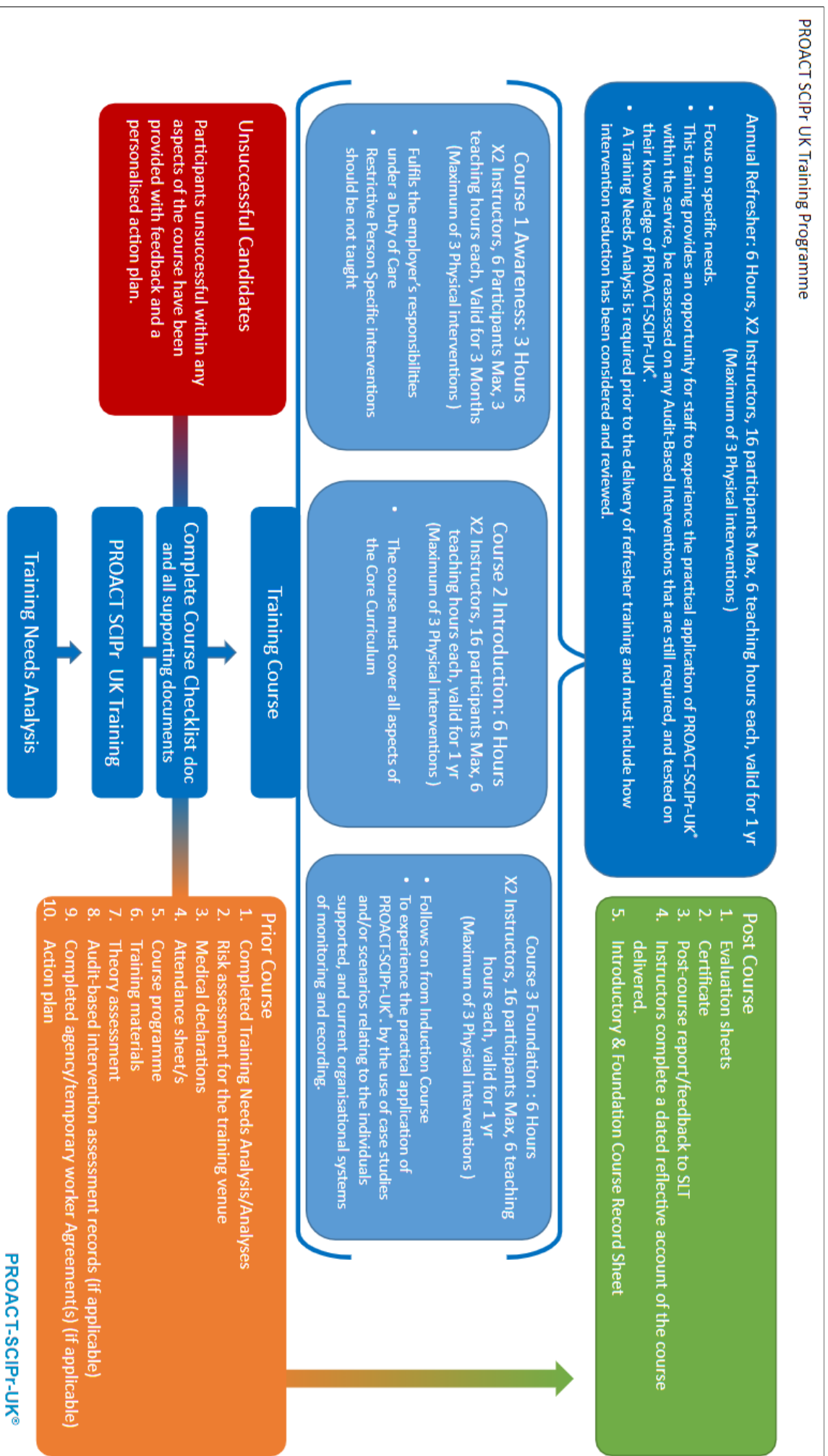
Completed: Sarah Tomlin (PBS Lead) 15.07.21

# Appendices

# Restraint Procedure

PBS & PROACT SCIPr-UK

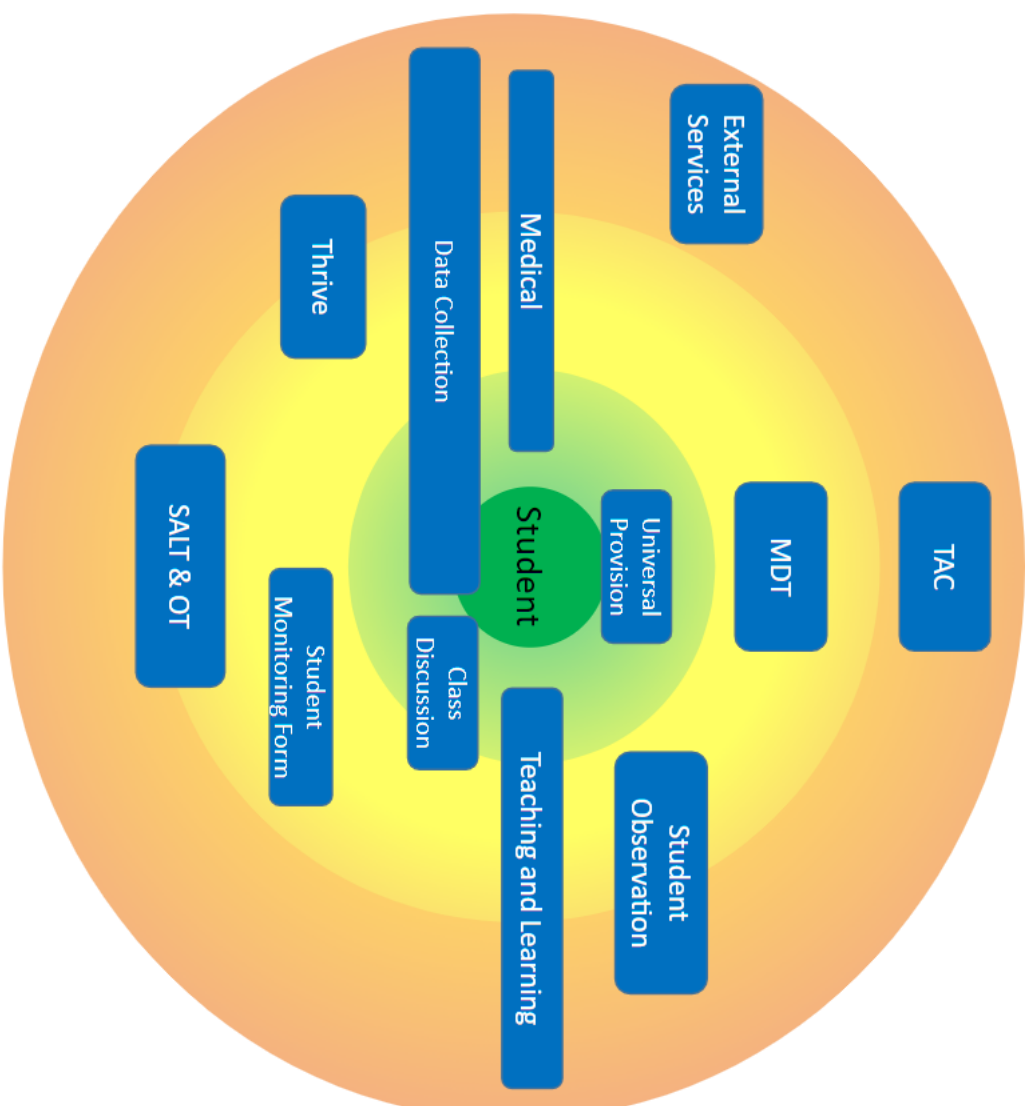




## Tiered Student Profiles (RAG)

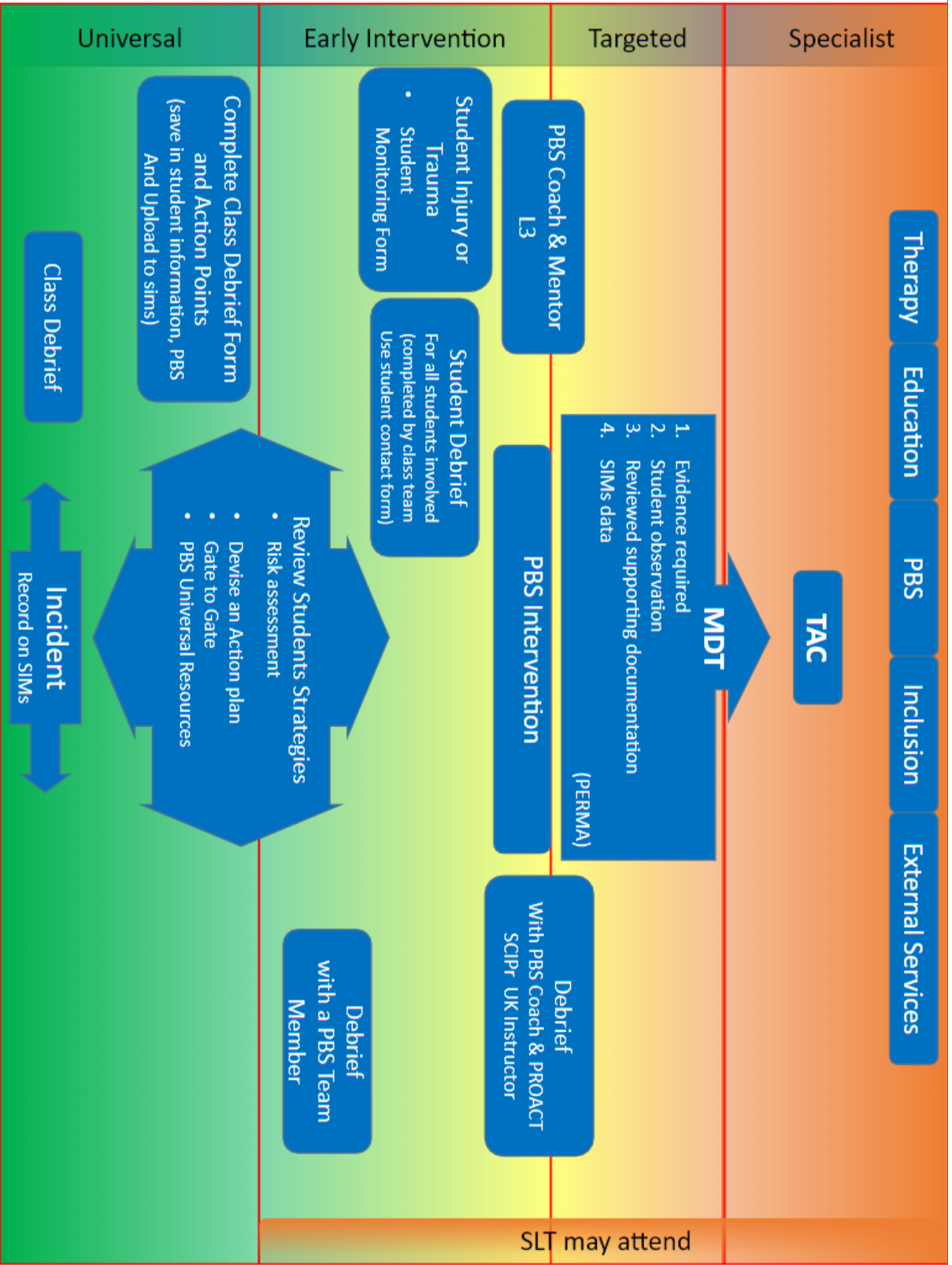
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Student Circle of Support  
PBS





Early Intervention Model  
PBS



SLT

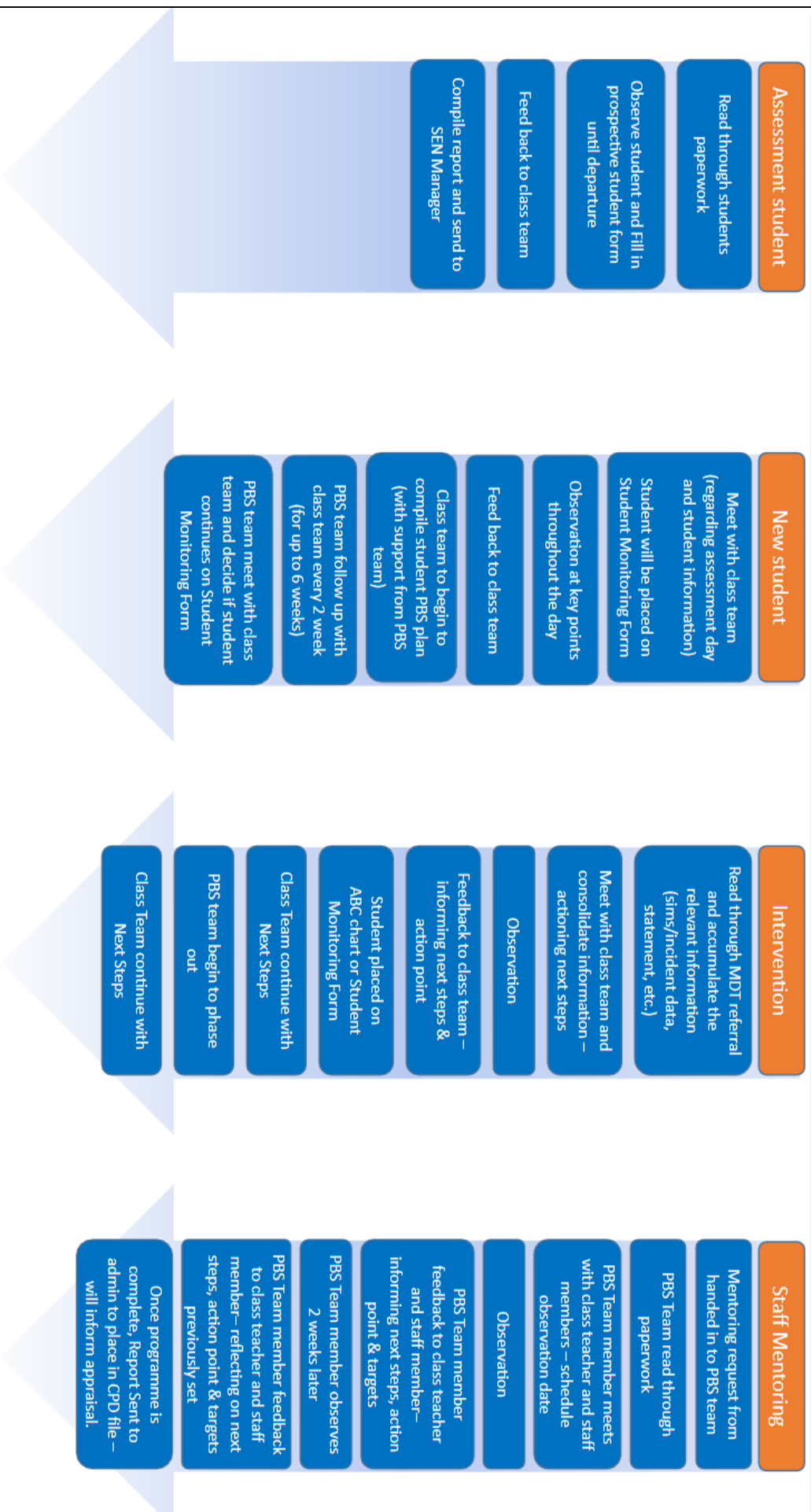
PBS Lead  
Sarah Tomlin

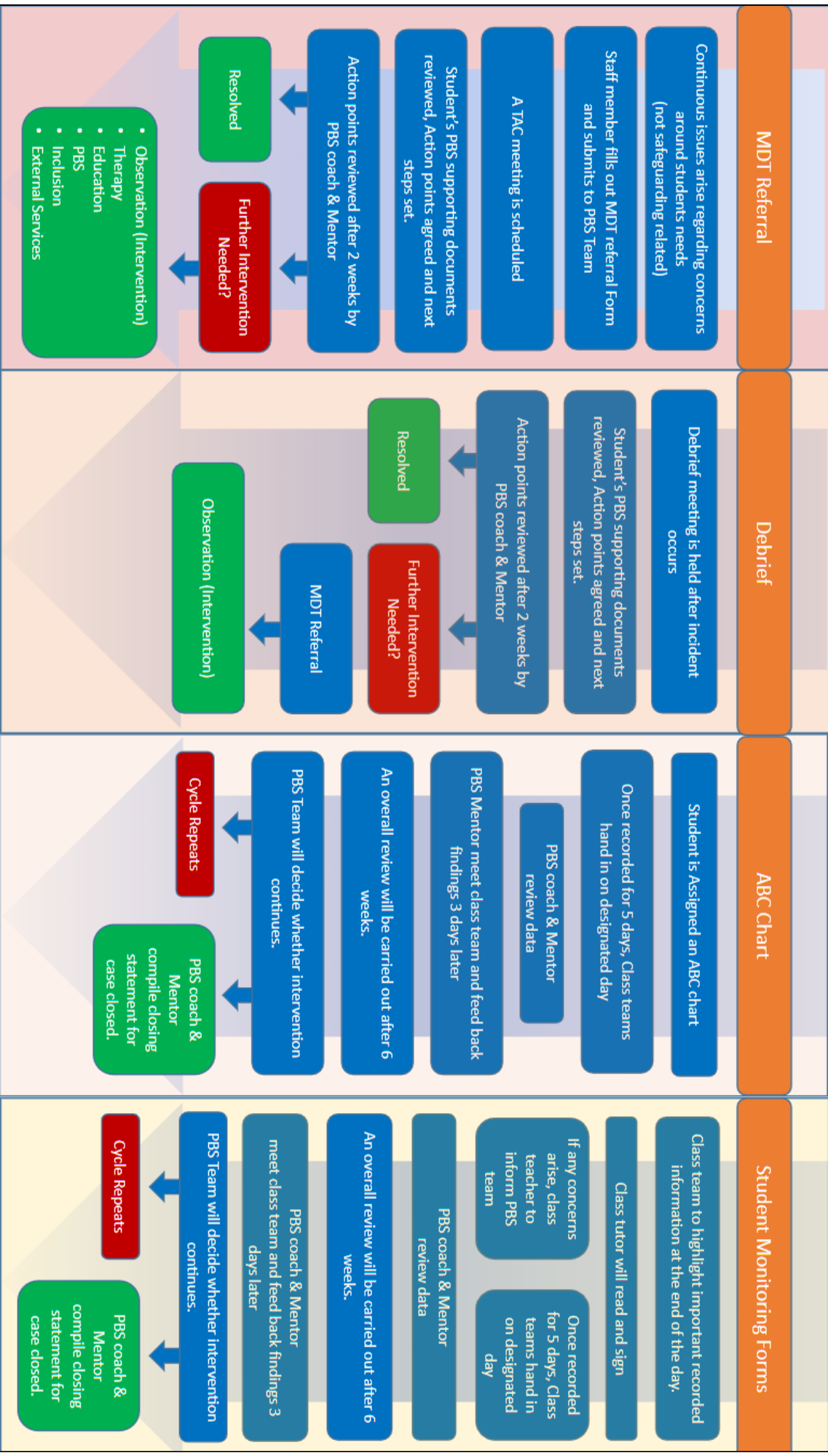
The PBS Team  
PBS Coach & Mentor:  
Carlene Charles  
PROACT SCIPr UK Instructor:  
Dale Nicholson

Teachers  
SSAs  
Associate Staff  
Residential Care Staff

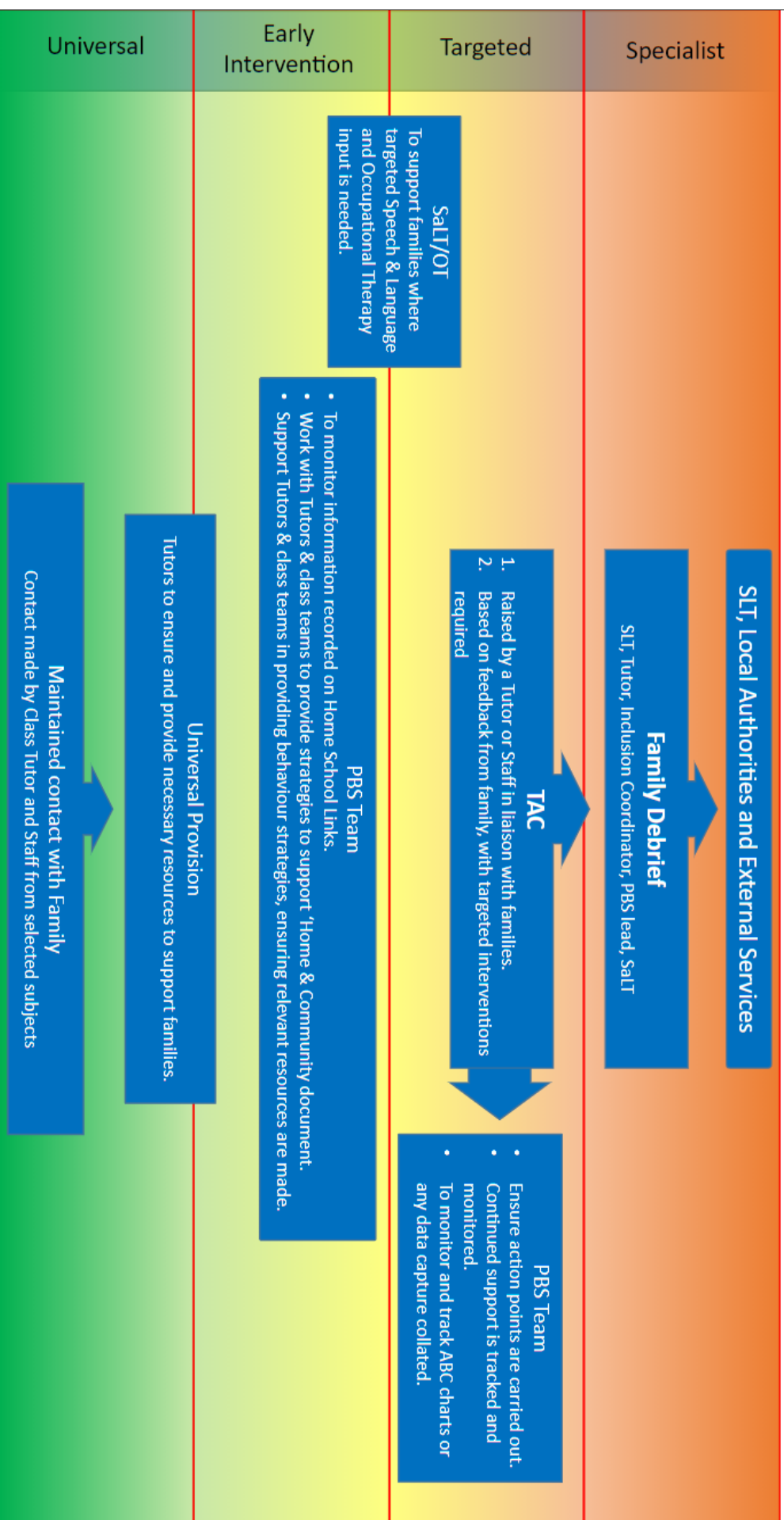
- PBS Trained Coaches  
(Management)
1. Nicky Chance Assistant Head
  2. Netta Hill *Inclusion Coordinator*
  3. Nicola Leonard *Preparation for Adulthood and Transition Specialist*
  4. Jennifer Isaac *Care Manager*

## Observations





**Remote Learning, Early Intervention Model**  
*Supporting universal provision, reflecting the PERMA model*



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# “BE THE BEST I CAN BE”

## Relationships

we need others to help and support us to be the best

## Meaning

We all play a part in me achieving, help prepare me for my future.

## Engagement

Join me in activities or tasks that focus on my wellbeing

## Achievement

Set me aspiring goals that challenge me to achieve and grow.

## Positive Emotions

Try and understand my emotions, as well as yours in my environment. We appreciate happiness and joy.

## Health

Support me to regulate and cope with my health needs

