



Positive Behaviour Support Policy

Review Date:	February 2026	Next Review Due:	February 2027
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Introduction

At Pield Heath House School, our pupils present with a wide range and combination of significant special educational needs and disabilities. These may include differences in communication, social interaction, physical health, cognitive processing, and sensory regulation. Such differences influence how pupils experience, interpret, and engage with the world around them. As a result, many pupils may also experience social, emotional, and mental health challenges.

All behaviour is understood within a safeguarding and developmental context. Pupils may present with behaviours that serve an important function for them but may be perceived by others as behaviours of concern. These behaviours can impact the pupil, others, relationships, the environment, and overall quality of life.

Our vision is to enable all young people to live life to the full in a challenging and ever-changing world.

At Pield Heath House School, we believe that all behaviours serve a function and can be used in an attempt 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 developing relationships with our students which supports our understanding and knowledge of their needs and finding ways to support them. Through skills teaching they are able to learn alternative, functionally and more socially acceptable ways of expressing themselves.

Positive Behaviour Support (PBS) Approach

At Pield Heath House School, we recognise that all behaviour serves a function and is often a form of communication. Behaviours of concern may reflect unmet needs and, in some cases, may be the pupil's primary means of expressing themselves.

Positive Behaviour Support (PBS) enables us to:

- Understand the underlying reasons for behaviour
- Respond effectively to meet individual needs
- Improve quality of life
- Reduce the likelihood of behaviours of concern over time

We are committed to building strong, trusting relationships with our pupils to deepen our understanding of their needs. Through targeted skills teaching, pupils are supported to develop alternative, functional, and socially appropriate ways of communicating and regulating their behaviour.

Aims of Positive Behaviour Support (PBS)

The overarching aim of PBS is to improve the quality of life of the young person and those around them. This evidence-based approach combines research, professional expertise, and practical experience to achieve both short- and long-term positive outcomes.

PBS ensures that pupils, families, and stakeholders receive the right support to enable meaningful participation in daily life and the development of new skills, without unnecessary restriction.

At Pield Heath House School, we aim to:

- Provide a safe, secure environment that promotes wellbeing
- Foster a culture where all pupils feel valued, respected, and understood
- Promote a positive, inclusive, and supportive atmosphere
- Ensure staff understand each pupil's individual needs and lived experiences
- Provide appropriate communication tools and resources to support understanding and independence
- Work collaboratively using a person-centred approach to understand the function of behaviour
- Equip pupils with strategies to regulate emotions, communicate needs, and develop independence
- Promote openness and transparency to ensure appropriate support is sought and implemented
- Support pupils to access and engage in the wider community
- Celebrate achievements and build self-esteem and positive relationships
- Ensure consistent and appropriate responses to behaviours of concern
- Reinforce positive behaviours and encourage consideration of others
- Provide staff with ongoing training, coaching, and mentoring in PBS
- Maintain accurate, clear records in line with confidentiality, safeguarding, and data protection requirements

Intent of PBS

The intent of PBS at Pield Heath House School is to:

- Ensure every pupil experiences a good quality of life, positively impacting their wellbeing and that of those around them
- Equip pupils with the skills to communicate effectively and have their needs met appropriately
- Ensure all staff are skilled and confident in implementing PBS Plans and associated strategies
- Achieve a sustained reduction in behaviours of concern and the use of restrictive practices

PERMAH™ Theory of Well-Being

At Pield Heath House School, the wellbeing of our pupils and staff is central to our ethos. We are committed to ensuring that all pupils feel safe, valued, and supported to flourish.

To achieve this, we have adopted the PERMAH™ model of wellbeing (Positive Emotions, Engagement, Relationships, Meaning, Achievement, and Health) as a framework to support the holistic development of our pupils. This approach enables us to provide targeted and effective support that promotes wellbeing, engagement, and positive outcomes.

We recognise that provision must be person-centred, as each child or young person has a unique pathway to achieving a fulfilling and meaningful life. Embedding the PERMAH approach ensures that pupils' voices are heard, empowering them to make informed choices, build resilience, and work towards independence—aligned with the school's vision of enabling pupils to live life to the full.

Within teaching and learning, pupils are provided with opportunities to engage in meaningful and purposeful activities across the curriculum. Personalised targets are designed to explicitly teach skills that support self-regulation, emotional understanding, and the development of appropriate coping strategies.

Individual Positive Behaviour Support Plans (PBS Plans)

Understanding the function of behaviour is fundamental to effective support. When the purpose of a behaviour is identified, staff are better able to guide pupils towards more appropriate and functional responses.

Each pupil has:

- A one-page PBS profile, outlining key strategies and approaches
- A PBS Plan, which includes proactive, active, and reactive strategies tailored to the individual

For pupils with more complex needs, PBS Plans may be further developed with input from multi-disciplinary professionals, ensuring a comprehensive and coordinated approach to support.

These plans provide staff with clear, consistent guidance to promote positive behaviour, reduce behaviours of concern, and support pupils in developing effective communication and self-regulation skills.

Positive Behaviour Support (PBS) Framework

The Positive Behaviour Support (PBS) Framework at Pield Heath House School is delivered through a collaborative, multi-disciplinary approach, underpinned by the PERMAH model of wellbeing. All specialist areas contribute to a universal PBS provision, ensuring a consistent, cohesive approach across the school.

The Quality of Provision framework supports the ongoing review and development of practice, ensuring that provision is aligned with the individual needs of pupils. This process promotes effective partnership working across all staff and services.

Structured meetings are embedded within the framework, enabling:

- Regular review of individual pupils and class groups
- Analysis and sharing of information
- Collaborative problem-solving
- The identification of clear, measurable outcomes

This ensures that provision remains responsive, effective, and progressive, with a continuous focus on improving pupil outcomes.

Roles and Responsibilities within PBS

The effective implementation of PBS requires a clear structure, with defined roles and responsibilities across the school. All staff contribute to the delivery of PBS and are accountable for supporting positive outcomes for pupils.

The current structure includes:

- Assistant Principal (Pastoral & Assessment) / Senior Leadership Team (SLT) – Strategic oversight, safeguarding, and quality assurance
- PBS Team – Specialist support, monitoring, training, and intervention planning
- Teachers – Implementation of PBS strategies, planning, and progress monitoring
- Special School Assistants (SSAs) – Consistent day-to-day support and implementation of strategies
- Associate Staff – Targeted specialist input (e.g. therapy teams, external professionals)

Tiered Student Profiles (RAG System)

Pupils are supported through a tiered framework (RAG rating), based on the complexity of their needs and overall profile. This ensures that the level of intervention is proportionate and responsive.

- Red (Tier 1 – Specialist Support):
Pupils with the highest level of need, requiring intensive, individualised support and regular monitoring
- Amber (Tier 2 – Targeted Support):
Pupils requiring additional, targeted interventions alongside universal provision
- Green (Tier 3 – Universal Support):
Pupils supported effectively through high-quality universal provision

The level of intervention provided is determined by the pupil's placement within this framework, ensuring that support is appropriate, responsive, and regularly reviewed.

(See Appendices)

Referral Process

Referrals for additional support can be initiated by any member of staff, in consultation with the wider class team, where there are concerns regarding a pupil's needs, wellbeing, or behaviour.

Key Contacts for Referral

- Assistant Principal (Pastoral & Assessment)
- Positive Behaviour Support (PBS) Team

Once a referral is made, the key contact will:

- Arrange a Multi-Disciplinary Team (MDT) meeting with relevant professionals

- Review the reason for referral and gather appropriate information
- Develop a clear action plan, including targeted strategies and intended outcomes
- Agree a review date to monitor progress

Minutes of the meeting will be recorded, and the agreed action plan will be shared with all staff working with the pupil to ensure a consistent and informed approach.

The progress of MDT interventions will be reviewed at least half-termly by the PBS Team and Senior Leadership Team (SLT), ensuring that support remains effective and responsive to the pupil's needs.

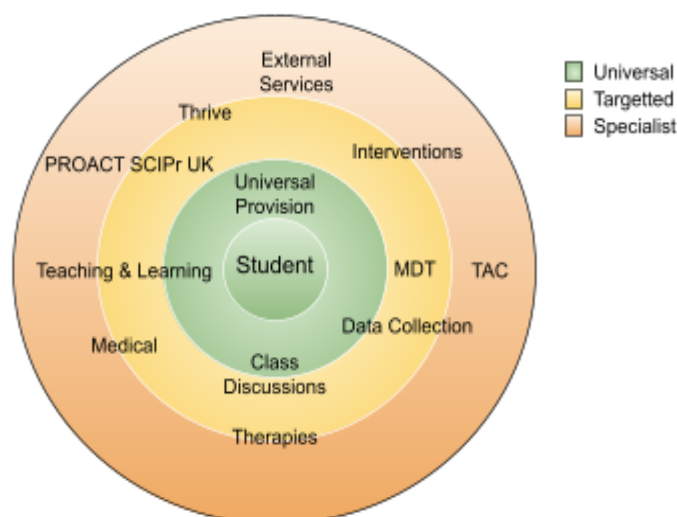
Student Circle of Support

The PBS Circle of Support model illustrates the network of professionals and support systems in place around each pupil. This is informed by the pupil's tier allocation and level of need.

It ensures that:

- Support is coordinated and collaborative
- All stakeholders have clarity on their roles and contributions
- The pupil receives consistent, person-centred support across all environments

Students' Circle of Support



Interventions

Interventions are used to develop a deeper understanding of a pupil's needs through a structured and targeted approach. They enable staff to gather meaningful information, based on clear objectives and intended outcomes, to inform effective support strategies.

The PERMAH model is used as a framework for assessment, ensuring that all areas of a pupil's wellbeing and development are considered. Outcomes from interventions are used to make informed adjustments to

provision, ensuring that support remains responsive, appropriate, and focused on improving overall wellbeing and progress.

(See Appendices)

Observations

Observations are carried out to gather first-hand, objective information about a pupil's engagement, behaviour, and needs. This information is used to inform next steps and ensure that provision remains appropriate and effective.

The observation process supports the evaluation of universal provision, ensuring that pupils' needs are being met within the classroom environment. Outcomes from observations may also identify whether a pupil requires a change in their level of support, including movement within the tiered framework.

Logging and Reporting System

All incidents must be recorded on Arbor by the end of the same day. Full documentation, including the incident report, witness statements, and parent communication, must be completed within 24 hours.

All recorded information must be factual, as it forms part of a legal record. Accurate and timely recording ensures transparency, accountability, and effective safeguarding.

All restrictive interventions must be:

- Reported to the PBS Team and SLT on the same day
- Subject to formal debrief and review

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

All incidents are to be recorded on Arbor and key staff receive notifications once logged. The PBS Team are then able to follow up on incidents occurring and follow through with a class meeting or debrief.

When a Restrictive Intervention incident is logged, the PBS team follows up on the same day, and a debrief is scheduled. Parents/carers must be informed on the same day, in line with safeguarding expectations. It is the responsibility of the class tutor's to ensure that parents are informed on the same day of the incident, prior to the student going home. The class tutor must seek pastoral support and speak to a PROACT SCIPR UK Instructor and a member of SLT prior to any communication with home. All communication with home must be recorded and shared with SLT.

Any injuries and damage to property must be reported to the Education Healthcare Lead, Maintenance and the PBS Team when completing a ARBOR incident report.

Data collected can be processed to give a clear indication of whether behaviours and interventions are increasing or decreasing.

Remote Learning

During periods of remote learning, the Early Intervention Model is implemented to ensure that pupils and families continue to receive appropriate support. Pupils are assigned a RAG rating based on a range of factors, including individual needs, family context, welfare considerations, involvement of external services, and key worker support.

This approach ensures that pupils identified as Red (specialist) or Amber (targeted) receive prioritised, tailored interventions, particularly where there is increased vulnerability due to factors such as school closure or disruption to routine.

(See Appendices)

The Early Intervention Model

The Early Intervention Model supports a coordinated and proactive approach between school, families, and external professionals.

The PBS Parent Guide provides families with practical strategies to support positive behaviour at home, promoting consistency between school and home environments.

ABC (Antecedent–Behaviour–Consequence) charts are adapted for home use, and parents/carers are supported in their implementation. This enables families to:

- Monitor and track behaviours of concern
- Develop a clearer understanding of behaviour patterns
- Contribute to a shared evidence base

This collaborative approach allows the PBS Team to analyse behaviour across both home and school contexts, using a 24-hour perspective. As a result, strategies can be reviewed and adapted based on evidence, ensuring that support remains responsive, consistent, and effective across all settings.

Strategies to Support: Home and Community (Remote Learning)

Strategies to support pupils at home and within the community provide families, carers, and external agencies with a comprehensive and consistent approach to meeting individual needs outside of the school environment.

During periods of remote learning, there is an increased use of multi-agency collaboration, including remote meetings with CAMHS, social workers, and PBS professionals. This ensures that all stakeholders work together effectively in the best interests of the pupil and their family.

The MDT Intervention Action Plan enables staff to raise concerns and coordinate support, informed by regular home–school communication and ongoing contact with parents, carers, and external professionals.

Remote TAC (Team Around the Child) meetings are arranged, involving tutors, class teams, the PBS Team, SaLT, and Senior Leadership. These meetings ensure that staff are equipped to deliver targeted and specialist support for pupils and families identified as requiring additional intervention.

All staff contribute to the development, implementation, and monitoring of universal strategies and person-centred tracking documents. This ensures that provision is consistently reviewed, gaps are identified,

and appropriate actions are taken. The PBS Team uses this information to guide and support class teams, while SLT monitors workload allocation across staff, including SSAs, to ensure capacity is managed effectively.

In preparation for a return to on-site provision, Student Transition Packs are developed. These provide an overview of each pupil's remote learning experience, behaviours, contributing factors, and external support. This ensures that staff can respond proactively, with a clear understanding of baseline needs and appropriate strategies in place, reducing the likelihood of increased incidents during transition.

The PBS framework also supports the implementation of the Recovery Curriculum, providing guidance across its key areas. Staff are supported to apply PBS strategies to promote wellbeing, engagement, and successful reintegration.

Staff are required to record and track behaviours using the Recovery Curriculum Student Monitoring Form, enabling the PBS Team to analyse data at both individual and cohort level and identify next steps for intervention.

Remote Learning Tiered Student Profiles *(See Appendices)*

BILD – Positive Behaviour Support

Field Heath House School is registered with, and works in alignment with, the British Institute of Learning Disabilities (BILD), ensuring that our Positive Behaviour Support (PBS) practices reflect recognised national standards and best practice.

The integration of PBS and PROACT-SCIPr-UK® provides a consistent, values-led approach that is:

- Defined by the individual needs of each pupil
- Focused on improving overall quality of life
- Centred on enabling pupils to experience success
- Committed to reducing the use of punitive approaches
- Proactive in preventing behaviours of concern
- Designed to create meaningful and fulfilling daily experiences

By applying the principles of the PERMAH model within daily school practice, we equip pupils and staff with the tools needed to build strong foundations for long-term wellbeing and success.

This approach ensures that pupils are supported to:

- Develop resilience and independence
- Engage positively with people, environments, and experiences
- Navigate the challenges of everyday life in an ever-changing world

Measuring Impact

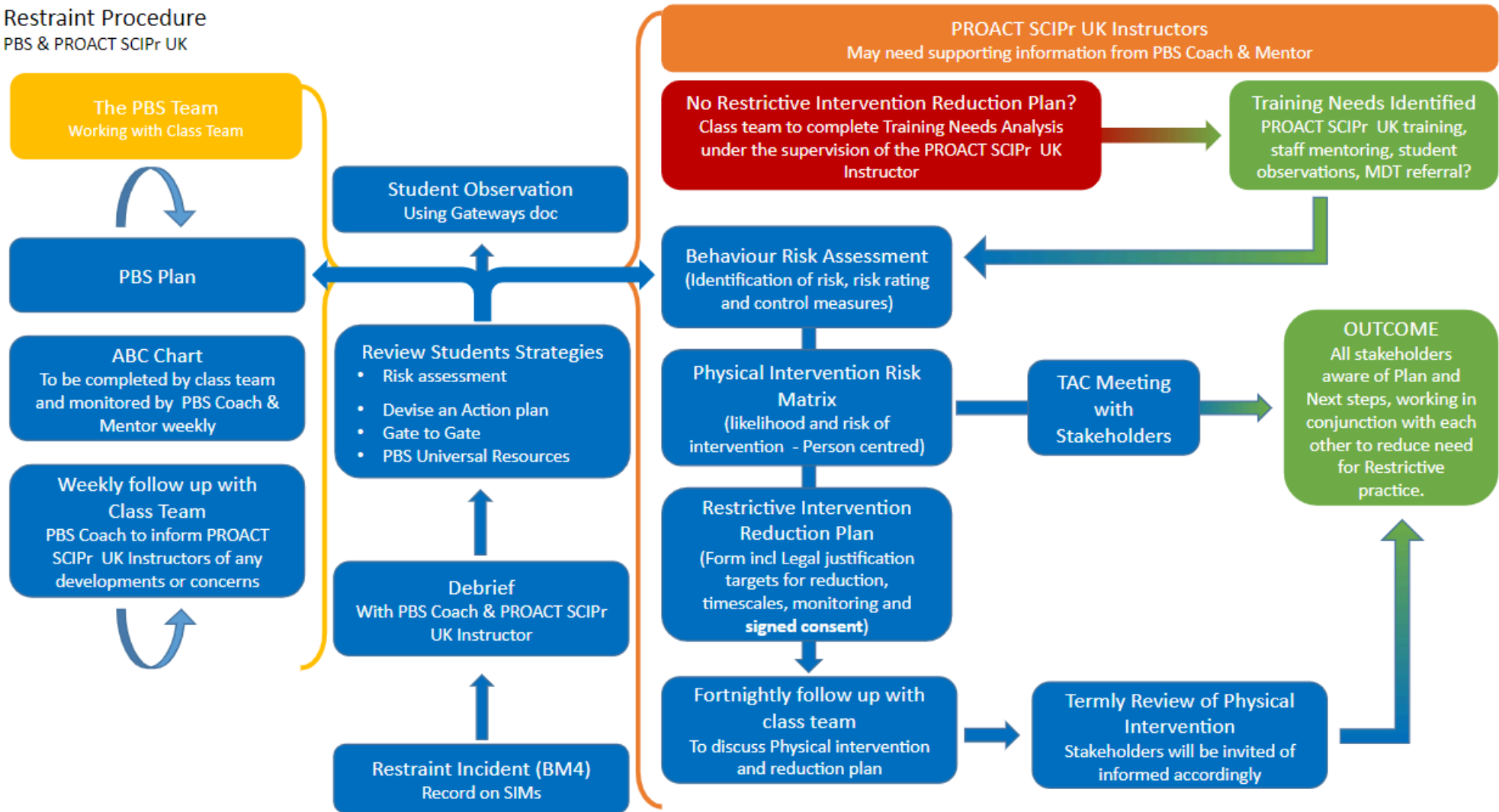
The impact of PBS is measured and monitored through the systematic analysis of data. This may include:

- Behaviour incident data and trends
- Frequency and reduction of restrictive interventions
- Progress against individual PBS and EHCP outcomes
- Attendance and engagement levels
- Observation and assessment outcomes
- Feedback from pupils, families, and professionals
- Monitoring of wellbeing indicators (linked to PERMAH)

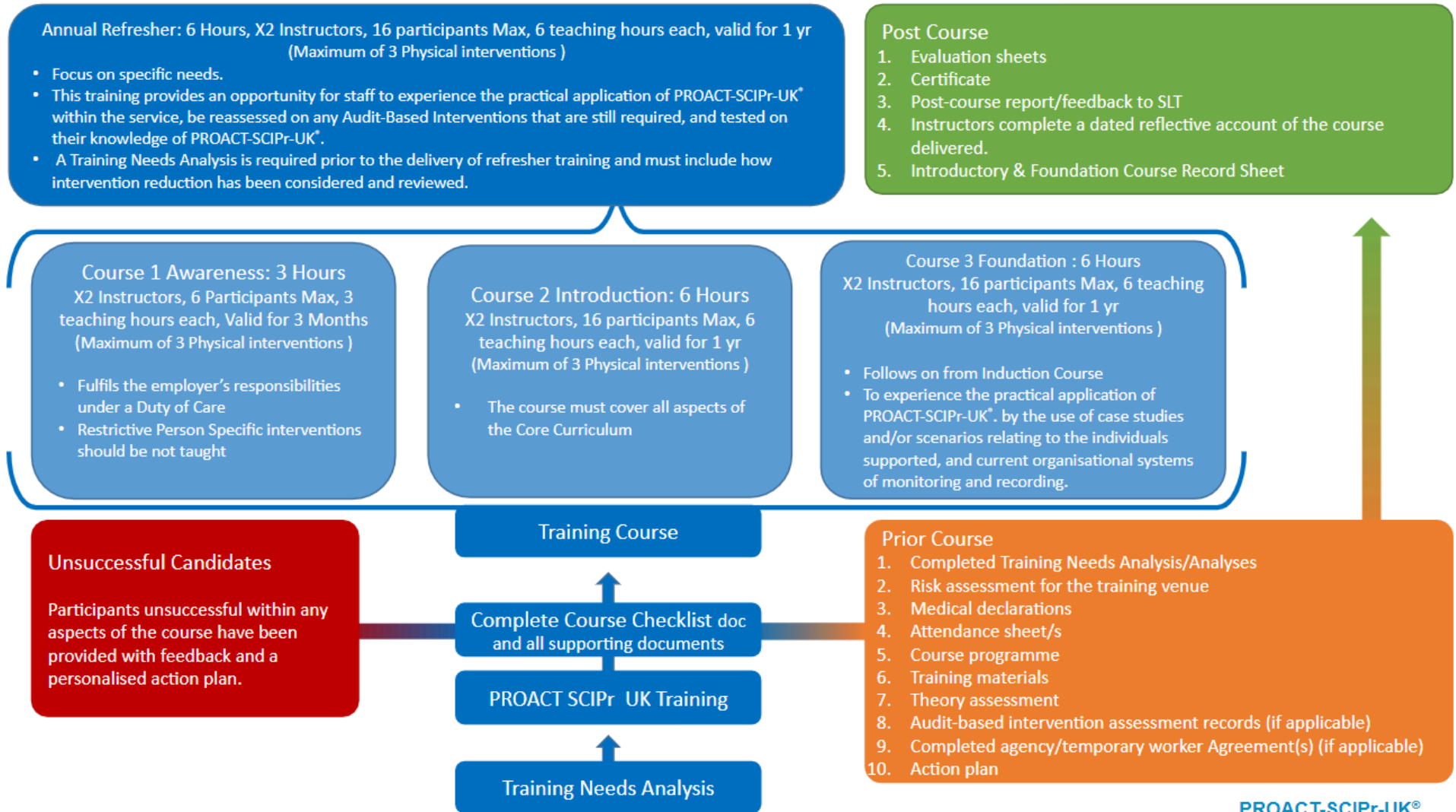
This ongoing analysis ensures that provision remains effective, responsive, and focused on continuous improvement, with the aim of improving outcomes and quality of life for all pupils.

Appendices

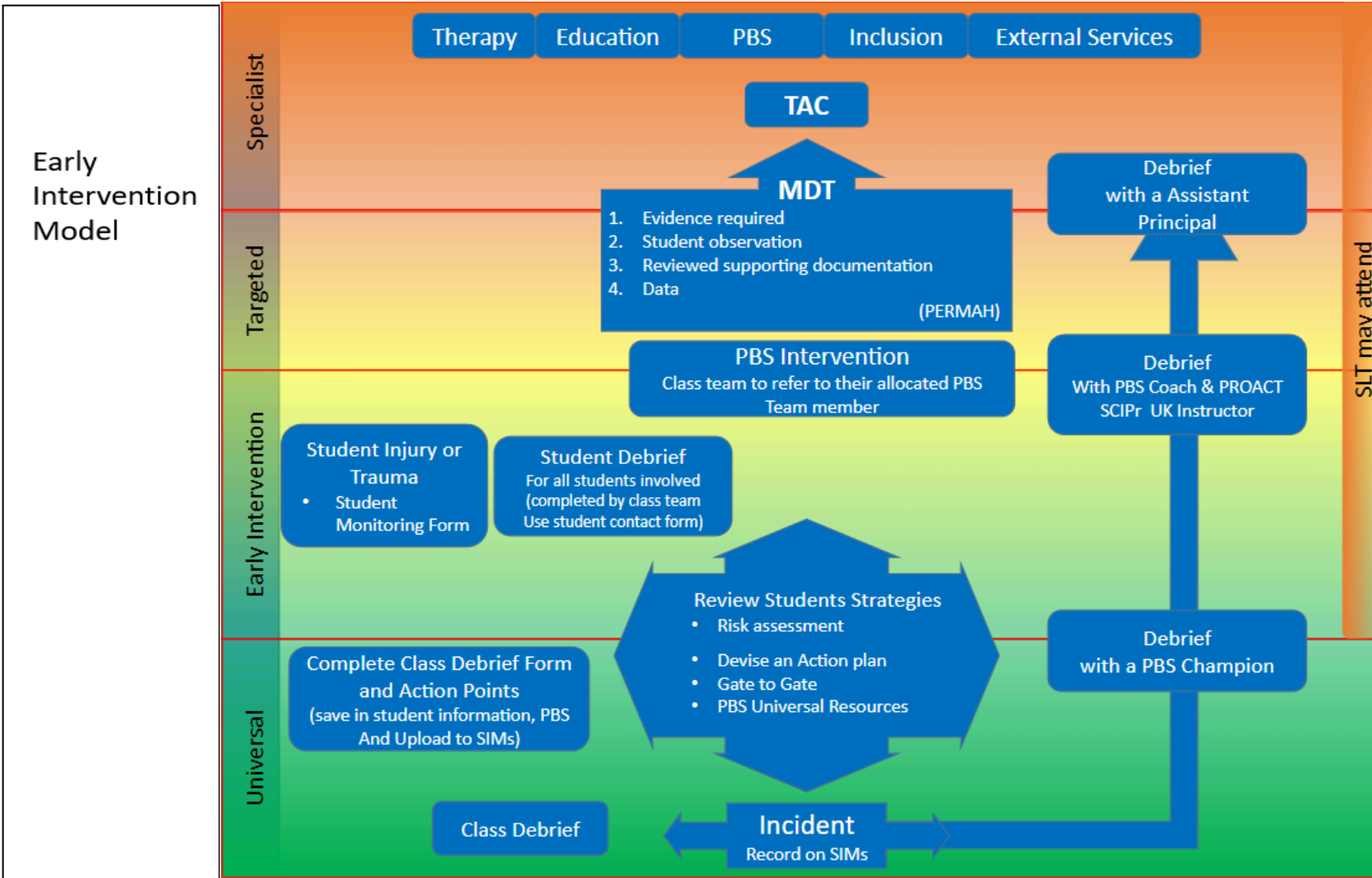
Restraint Procedure
PBS & PROACT SCIPr UK

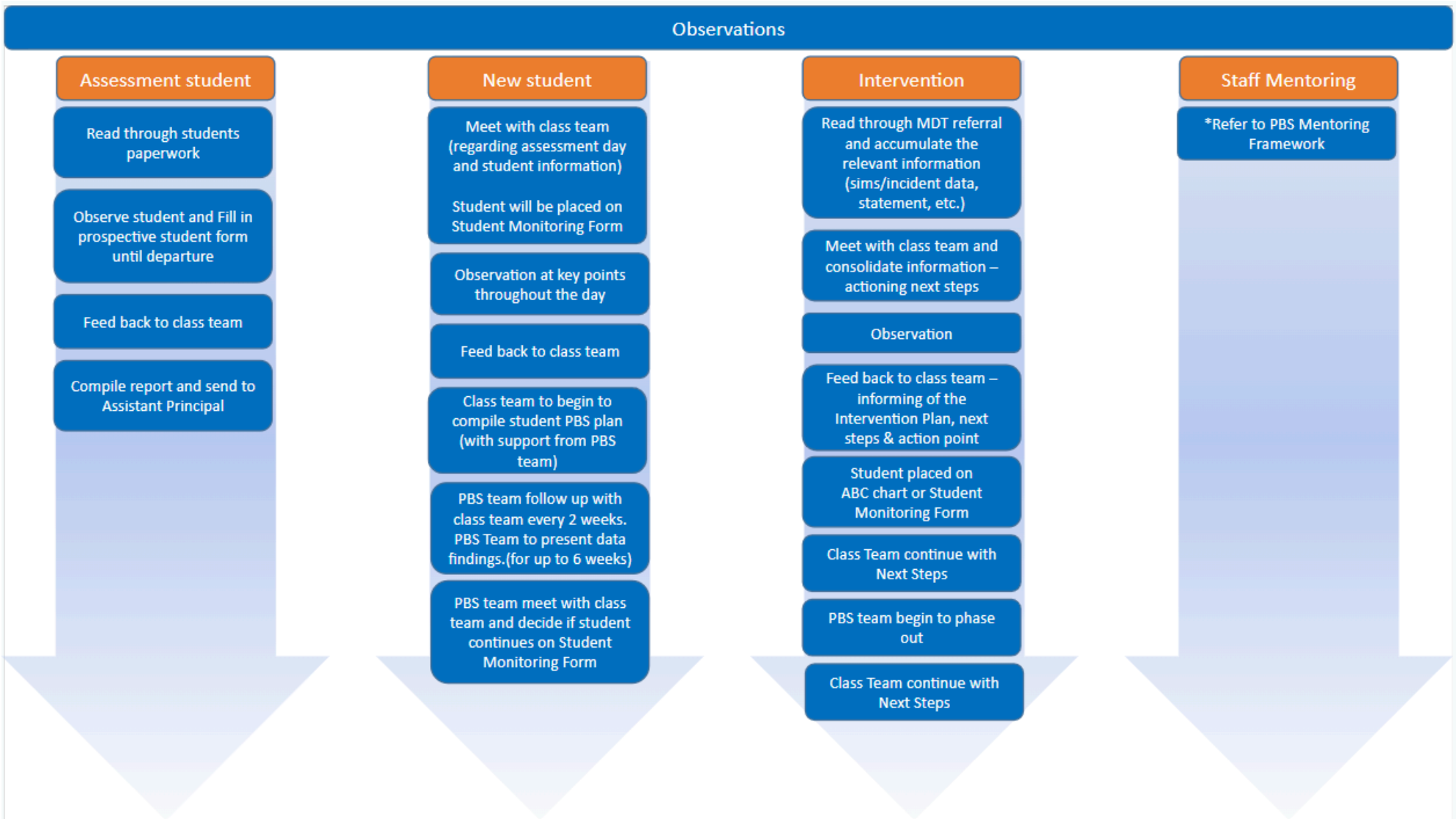


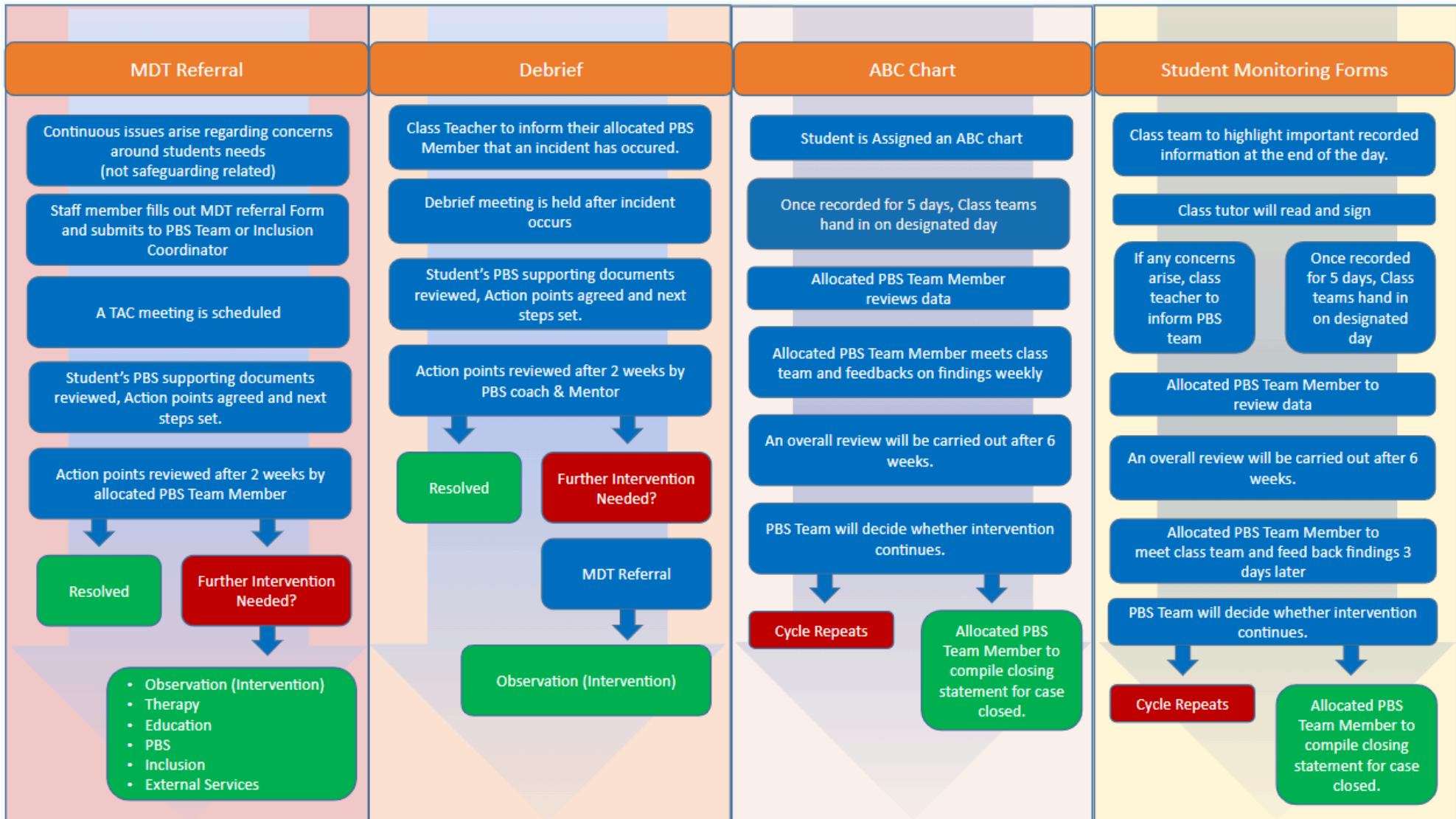
PROACT SCIPr UK Training Programme



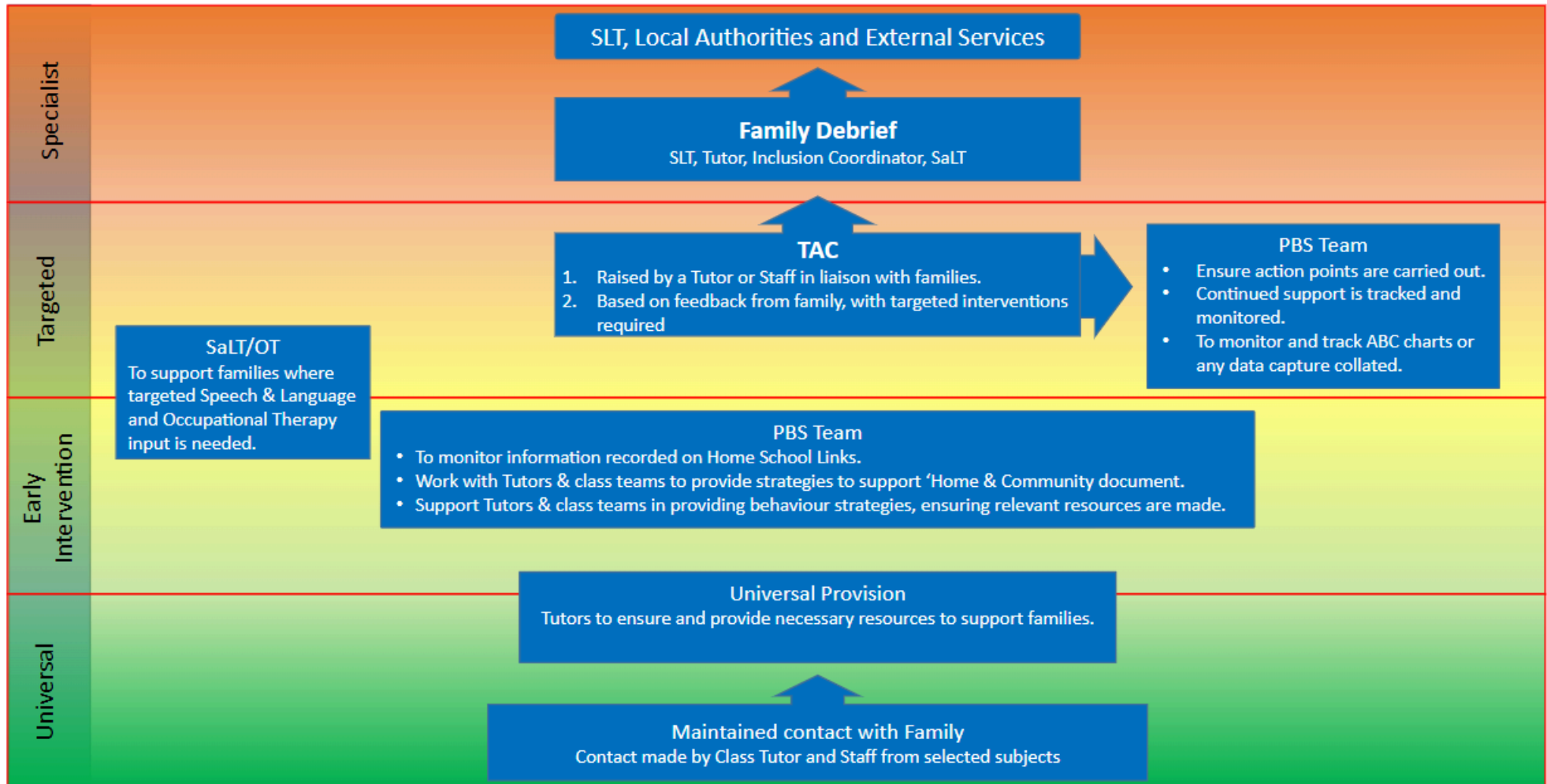
	Student Profile	Intervention
Specialist	Behaviour Crisis Multiple contributing factors Major health and safety concerns Attendance (Below 95%)	<ul style="list-style-type: none"> • Referral or Support from External Professionals (CAMHS, PBS, BICS, Early Help Referral etc) • Thrive • Safeguarding • Functional Assessment • PCP/Personalised timetable • PROACT SCIPr UK • MDT Core • Data Collection and Analysis
Targeted	Unable to access the learning environment Spike/ change in behaviour Contributing Factor	<ul style="list-style-type: none"> • TAC • MDT referral • MDT Core • PROACT SCIPr UK • Staff mentoring • Review Supporting Documentation • Debrief • Data Collection and Analysis
Universal	Positive Emotions Engagement Relationships Meaning Achievement Health	<ul style="list-style-type: none"> • PBS Plan • One page PBS Plan • Class debrief • Out of class registers • SEMH EHCP Targets • Individual Learning Profiles







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



Remote Learning, Tiered Student Profile - Based on Coronavirus (COVID-19): Guidance and Support

	Student Profile	Intervention
Specialist	<p>Risk Assessment Outcomes – Red (based on Guidance on the Coronavirus: COVID-19) - Cause for concern. Needs cannot be met safely in the home environment.</p> <ul style="list-style-type: none"> • Mental health & Wellbeing – their mental health and emotional wellbeing would not be supported fully in the family home. • Behaviour – they would be at risk of causing significant harm to themselves or others, or to property. Their behaviour can be abusive or volatile. • 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. • 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. • 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. 	<ul style="list-style-type: none"> • Liaison with Local Authorities • Social services • Safeguarding Team • Specialist family intervention (SLT/Family Liaison) • Family Debrief • Attending School (if not attending school, other interventions may still be applicable)
Tiered	<p>Risk Assessment Outcomes – Amber (based on Guidance on the Coronavirus: COVID-19) – some concerns exist but these are currently being effectively supported with a package of education or care.</p> <ul style="list-style-type: none"> • Family circumstances/indicate stressors- referred by tutor or other staff • Unable to adjust to change • Spike/ Change in Behaviour • Multiple Contributing factors 	<ul style="list-style-type: none"> • TAC Meeting • ABC Charts • Behaviour strategies implemented in partnership with Parents/ Guardians. • PCP/Personalised Timetable for Home (including sensory needs) • PBS Team Meetings with Tutors & Class teams • Arranged Phone or Video contact with relevant Staff • Targeted Universal Communication Aid provided to support home setting (With SaLT leading). • Sensory diet/programme
Universal	<p>Risk Assessment Outcomes – Green (based on Guidance on the Coronavirus: COVID-19) - Pupil is assessed to be safe within their current setting (home, care placement or at school)</p> <ul style="list-style-type: none"> • Safeguarding – Their basic needs could be met fully in the family home. • Mental health and wellbeing – their mental health and emotional wellbeing would be met fully in the family home. • Behaviour – their behavioural needs could be met fully in the family home. • 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. 	<ul style="list-style-type: none"> • Families are contacted by Tutors on a weekly basis. • Person Centred homework is provided for students • Families continue to implement successful strategies in place at home. • Universal Communication Aid provided to support home setting.