



## Kestrel House School

### **Positive Behaviour Reinforcement Policy**

This Policy is to be read in conjunction with all school policies; specifically including, but not limited to, our Restrictive Physical Intervention (RPI), Anti -Bullying, Safeguarding Policy and the Department for Education (2016) Behaviour and Discipline in Schools guidance.

Objectives of this Policy:

- To present to parents and professionals, the schools person centred response(s) to behaviour(s) and the theories / approaches that are adopted;
- To enable pupils to become self-governing, understand strategies to self-regulate and enable them to engage in learning;
- To equip staff with specific knowledge and an understanding of how the schools practices and procedures are to be implemented;
- Provide a structured policy that staff are required to adhere to, unless otherwise justified;
- To safeguard pupils and staff in maintaining a good order of behaviour in the context of a complex Social, Emotional and Mental Health (SEMH) and other Special Educational Need (SEN) provision;
- To ensure that the schools approach is both consistently and effectively implemented;
- To sustain an ethical and professional approach throughout the implementation of the schools Positive Behaviour Reinforcement System (PBRs).

The school responds to behaviour through underpinning principles from a range of behavioural / development theorist's values and beliefs. These include set principles and theories relating to 'Positive Behaviour Support' (PBS), 'The Three Tier Prevention and Intervention Model' and the school's 'Six Stages of Response Model'. All the educational staff are provided with an induction programme relevant to our school's methods of working; aiding them in responding to the complex behaviour(s) that pupils may display within the provision.

One of the specific aims of this policy is to assist staff across the school in consistently responding to behaviour, reducing incidents of reactive practice. This will be evidenced through the implementation of a planned and pre-empted approach. The school achieves this behavioural theory and approach through the use of the schools own bespoke PBRs which has been devised to maintain and effect positive change / self-governance to pupil's daily conduct in a complex setting.

Where the need for a positive change is identified, the pupils explore a range of person centred strategies, which empower them to modify their own set behaviours by reflecting and working towards rewards. Pupils develop an understanding and an improved resilience in that sanctions form an integral part of specific phased stages offered through the PBRS. By adopting this approach, one of the objectives is to respond accordingly / effectively to previous learnt behaviour patterns that present as a barrier to access learning opportunities and are preventing the pupil from acquiring the basic skills in becoming self-governing.

Our practice is based on the following principles:

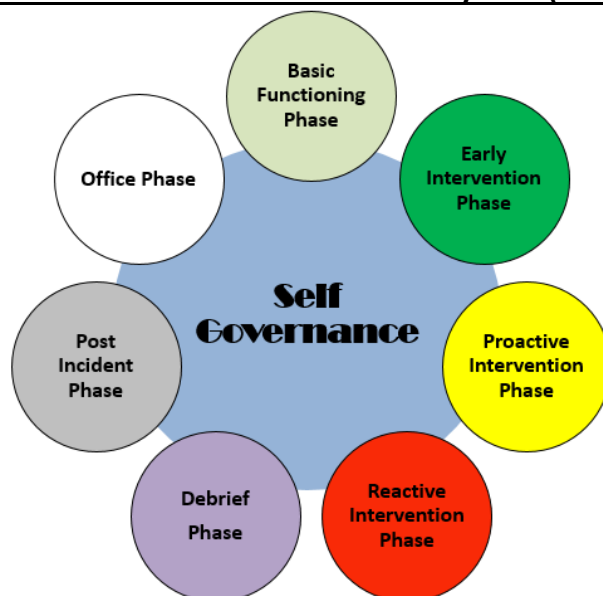
- We are a school for learning;
- Pupils come to school to learn and achieve positive learning outcomes;
- When pupils are calm and regulated they are able to learn in a supported environment;
- When pupils are engaged in learning, differentiated to their individual abilities, their behaviour improves and they remain regulated;
- As pupils' behaviour and learning improve together, so too do their attitudes, self-esteem and personal development (including complex diagnosis of a comorbidity of need and disabilities);
- The school will support pupils to want to take responsibility for their own actions and give them the skills to modify their own behaviour; and
- Pupils' will learn the skills in coping with dysregulation and be able to regulate themselves, becoming self-governing and more resilient to challenge.

Empowerment, reflection and child centred control is a key feature of the PBRS. Pupils are taught the skills to recognise and modify their own internal processes and how they begin to recognise their own unique connection to the set functions of their behaviour. Identifying functions of behaviour is an important factor within a complex setting when targeting behavioural support. This is sustained through the positive reinforcement process that is implemented by staff, peers and themselves as individuals, to acknowledge that much more is gained through positive behaviour being displayed and the achievements they make. The achievements they receive are continually celebrated through the following, but not limited to:

- Day to day social praise interaction;
- Daily rewards - Positive Reinforcers and Point Schemes; and
- Weekly Rewards and award giving assemblies on a termly basis.

One of the main emphasises of the system is to focus on the positive outcomes for the pupils. This is embedded through continual praise and recognition. The school achieves this developmental approach through the phases that our PBRS offers when meeting the needs of our pupils.

## Positive Behaviour Reinforcement System (PBRs)



Through the implementation of each phase, outstanding levels of behaviour is expected and maintained at the school.

**The Basic Functioning Phase** - this offers the correct condition for pupils to learn, achieve and develop through providing such things as, the right environment, insightful, trained and skilled staff to meet and understand the pupil's complex range of needs. The theories that underpin practice around specific environments being prioritised are achieved through, appropriate class sizes being supported and set ability departments being established. The Wellbeing and Senior Leadership Team (SLT) ensure this ethos and belief is embedded in the working cultures adopted in the school. The school has developed a high expectation in learning outcome throughout the provision, so well planned, balanced and well equipped lessons support the self-regulation of behaviours being supported in the school.

Where the Basic Functioning Phase has been superseded or does not suffice, then further intervention may be required – please see Wellbeing Services Leaflet; this would result in a progression to the Early Intervention Phase.

To ensure that our school responds to behaviour in an individualised and personalised manner, a Wellbeing Support Plan (WbSP) Level 1 Risk Assessment is completed with each pupil. The schools' referral process, pupil assessment / induction, audit of needs or identified Outcomes from the child's EHCP all contribute to these plans and any past or present behavioural patterns are taken into account when individualising WbSP's.

The completion of the above WbSP is a collaborative activity between staff and the Individual pupil. This gains the thoughts and views from the pupils' perspective on how they feel their behaviour is best regulated, supported and in the times of escalation, managed. This process provides transparency and a structured framework in relation to the schools policies being consistently implemented and form part of practice in demonstrating that policies are working documents. This element particularly supports the rewards and sanctions being implemented within this policy. The schools' intention is to progress and

develop pupil's attitudes to a place where they can self-regulate and take ownership of their set behaviours. Pupils will develop a confidence in the person centred approaches that are underpinned in the PBRS and accept that sanction will be put in place to ensure they build resilience and a level of trust in the system.

As a continuation of this phase in the PBRS, the school has an embedded Point Schemes where all pupils can work towards or achieve points in every aspect of their school day. These are used to sustain, motivate and promote positive behaviour being displayed – positive reinforcement. The Point Scheme(s) provide pupils with consistent praise opportunities being given throughout the day and this ethos and practice gives staff an on-going opportunity relating to the assessment of each individuals' learning needs being supported and targeted.

The achievement of points sets an expectation and a cognitive understanding that encourages pupils to 'work towards' something of benefit to them. This approach also promotes motivation, determination, enthusiasm and improved confidence. Resilience is established through improved self-esteem and pupils having the confidence to take controlled risks. Pupils select an activity from a Rewards Choice List at the start of each week. This contributes to an incentive of positive behaviour and provides continual encouragement to achieve rewards from staff members, their peers and encourages pupils to actually motivate themselves. Staff are supported with this behavioural tool to positively reinforce behaviour throughout periods of each day and the whole working week, giving them a framework to establish a consistent approach. This early intervention strategy however, can be used to identify and respond to problem behaviours as a consequential phased strategic approach.

Positive Reinforcers are pupil selected activities. They provide on-going incentives which are awarded for achieved / positive displayed behaviour(s) at the end of each period of the day. This is used to positively combat against behaviours that challenge being used as the function for a pupil's behaviour as a communication tool, by encouraging a positive frame of mind within their peer groups and their classroom environments to support the schools preferred ethos and person centred inclusive approach. This approach is further extended through the ethos of a Green Card in times of desired behaviour(s).

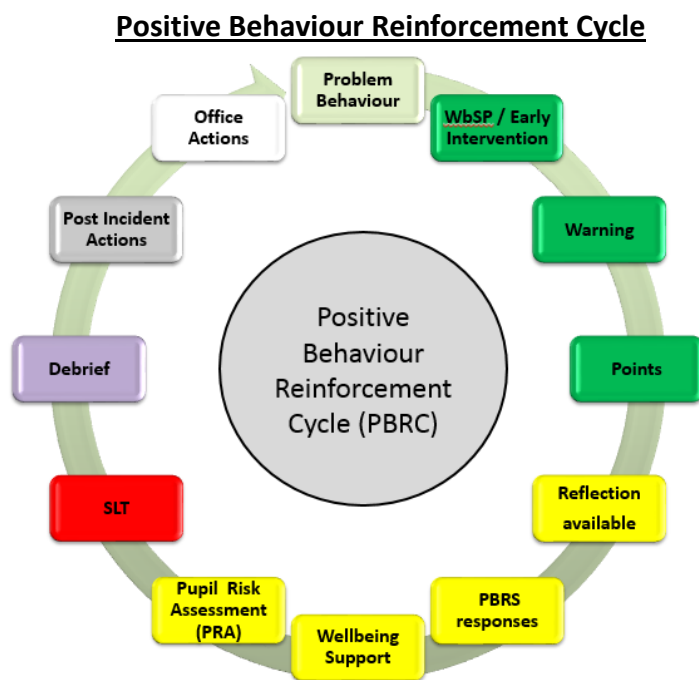
Each group will also have additional individual and group incentives running alongside the PBRS, ensuring there is not an overreliance on one system. This Safeguards against pupils being left with no positive incentive if behaviours that challenge were to occur, resulting in them not being able to achieve the weekly rewards scheme. These incentives are to be visually displayed and are to be known from group to group, so all staff can positively support each pupil's chosen incentive reward.

The school accepts and understands that pupils who attend our school will have a range of complex SEN / difficulties. In addition to this, the provision will consider a comorbidity of diagnosis / difficulties or impairments which can present as a limitation or a barrier for them to access learning opportunities.

For pupils to acquire the skills to become self-governing, they will require appropriate intervention from secure, skilled and effective adults offering a reparative process. This includes the use of appropriate strategies being implemented to reduce behaviours that challenge. Through the implementation of this policy, the school ensure that a calm, safe and inclusive educational environment is prioritised for all its pupils. This is supported and embedded through all of the identified Phases within the PBRS.

Staff are provided with training to ensure that this policy is consistently and proactively understood and they are offered guidance through their induction process in how to consistently respond to behaviours that challenge throughout the school. This is achieved through structured interventions and sanctions and supported by the implementation of the schools PBRS. The cycle outlined below is an integral part of this system which ensures that staff are equipped to accurately respond to each individual’s presenting needs. This approach however, needs to be flexible and can be adapted to each individual’s need or ability.

The cycle offers pupils with multiple opportunities to learn how to self-regulate themselves, and opt out of a behavioural escalation before a state of ‘chemical / neurological overload’ is reached and staff members have to intervene. When an individual loses internal control, staff remain grounded and provide a safe, secure, skilled and effective environment. This enables staff to coordinate the incident in a consistent, structured approach and achieves a state of calm and good order with the child, through the use and implementation of the schools PBRS.



The cycle is a facet of the PBRS and is used to respond to behaviours that challenge supporting staffs’ responses in line with policy and procedure. Starting from an Early Intervention Phase - the identification of the ‘**function of behaviour**’ a specific response to external and internal triggers / antecedents.

Moving to a Proactive Phase - the use of responses and sanctions to positively enforce positive change to past, present and future behaviours that challenge. This process assists pupils in their ongoing social and emotional development and results in them being better skilled and more resilient to be able to access learning opportunities.

Moving to a Reactive Intervention Phase - responding to a complex or severe set of behaviours that challenge in line with a completed level 2 Pupil Risk Assessment (PRA) through the coordination of our Senior Leadership Team (SLT). In addition to this each staff member's duty of care to an emergency situation is deployed and implemented to safeguard everyone.

To achieve the schools preferred standard of practice, staff need to understand and be attuned to pupils individualised needs and respond to behaviour within a hierarchy of response to be able to identify set antecedents and functions of behaviours.

Below are the stages of the cycle in more detail:

Wellbeing Support Plan (WbSP) - Level 1 Risk Assessment providing a co-working document that is continually implemented to ensure pupils maintain a regulated Baseline of Behaviour and staff adhere to a person centred approach when responding to an escalation.
Self-Directed Reflection Time - an allocated space to think, regulate, recover and repair for an agreed amount of time (see individuals WbSP).
A Warning - to be given with each stage of the cycle that is entered.
Point Schemes - positively used to encourage positive engagement and encourage and / or prompt the pupil to remain on task or provoke a positive change to potential behaviours that challenge. If below 60% of weekly points are achieved, then this will result in a pupil missing Rewards and they will attend Reflection Time. 60>74 % – bronze, 75>89 % – silver and 90> % - gold certificate.
Directed Reflection Time - a directed space to think, regulate, recover and repair under supervision and for an agreed amount of time (see individuals WbSP).
Yellow Card – a deductive intervention, please see visuals in each class and individuals WbSP in regards to its representation. Issuing a Yellow Card is a tool of pupil empowerment, meaning that pupils can rectify their behaviour through the negotiation and then completion of reflection time within their own time i.e. Positive Reinforcer / breaks. On completion, these are known as - Yellow Card Paid Back.
Red Card - issued due to the climbing of risky structures (liaison with the SLT required before issuing), unprovoked violence, vandalism, absconding off site, police involvement, or an accumulation of 5 incomplete Yellow Cards and as a result of a fixed term exclusion. Provocation can result in a Red Card Paid Back - time varies from group to group and a liaison with SLT must be completed. Within certain groups immediate sanctions are to be implemented due to the ages, abilities and social capacities of pupils, meaning all Red Cards are paid back in a daily Golden / Reflection Time. Higher ages Red Cards result in a pupil missing weekly Rewards and attendance in Reflection Time.
Pupil Risk Assessment (PRA) - Level 2 Risk Assessment is completed in response to a reoccurrence of behaviours that challenge, ensuring that staff are working within the Proactive Phase of a planned approach with a main objective to reduce and minimise.

Wellbeing Support Workers - an additional department that responds to and supports pupils through individualised approaches - Wellbeing Support Intervention Scheme (WSIS), or through the implementation of the PBRs. Offering observation and monitoring of incidents and providing staff with advice / guidance on appropriate next level responses or adaptive practice.

Senior Leadership Team (SLT) - the use of SLT due to a pre-empted observation of high risk event and behaviour(s) occurring or as a response to a presented incident and / or after all other phases have been implemented and failed or deemed as insufficient. It is from this stage that further responses to behaviours that challenge can be actioned.

Detentions - Both 1 and 2 hour detentions are used as part of the hierarchy of response. A 1-hour detention is immediately utilised for specific behaviours (pupils are unable to pay these back) or as part of time being accumulated for refusing to engage in the timetable. Pupils have the opportunity to empower themselves by negotiating and completing the owed time during their breaks etc. on completion, and within the agreed timeframe, the detention will be cancelled. This approach is to enforce self-governance. A 2- hour detention is issued if all other stages within the PBRs have failed to achieve positive change to a pupils' behaviours that challenge.

Proactive Intervention (PAI) - the withdrawal of a pupil from their class to work intensively with staff in the exploring and resolving of the presenting behaviours that challenge which are currently preventing them from accessing learning. This process provides insight on ways of working in the best interest of the pupil and discovering beneficial ways of working to be implemented through the development of a WbSP and / or PRA, ensuring the successful reintegration of a pupil is achieved and a reduction of behaviour is evidenced.

Fixed Term Exclusions - an exclusion process is followed, an emphasis is put on a positive outcome that includes a Back to School Meeting before reintegration.

Therapeutic Education Plan (TEP) – a therapeutically informed plan setting out a pathway to integrate a pupil into school, taking into account previous and current assessments around their specific need(s) and working in all areas of a pupils life i.e. home, community and education.

### **Recording and Monitoring Pupil Behaviour**

Behaviour is recorded, monitored, tracked and analysed through our central online system called '*Sleuth*'. Incidents are entered and recorded as:

- Positive Incidents;
- Daily Points Scheme;
- Wellbeing Note - Psychological, Occupational / Physical or Sensory and/or Speech, Language and Communication / Interaction Need(s);
- Safeguarding Concern;
- Negatives- acts of behaviours that challenge;
- Restrictive Physical Intervention (RPI) please see RPI policy for further information;
- RPI Injuries;
- Acts of bullying;
- Record of investigations;
- Record of sanctions i.e. cards issued, detentions, exclusions; and
- Positive outcomes that requires celebration; and
- Daily evaluation of a pupil's day, including both positive and negative events, known as Daily Overviews.

Staff are deployed and instructed to enter an incident onto Sleuth within 48hrs of the incident occurring. However, this is dependent on the severity and duration of the incident. Staff may well be directed to enter the incident earlier if the incident details need to be shared with parents / carers or the pupil's network of professionals as a matter of urgency. It is the staff member's responsibility to liaise with the SLT if they feel they require additional time to immediately enter the incident or they do not have the capacity to complete the task within the given timescales, inclusive of Post Incident Actions i.e. Follow Ups.

In situations and incidents that involve the use of RPI, this aspect of the behavioural policy is overridden by the schools RPI Policy and reports need to complete within a 24-hour period of time.

### **Monitoring**

Weekly Wellbeing Coordinator and Worker Meetings are supported in the school diary for the Wellbeing Team to meet and evaluate significant behavioural incidents. This enables proactive strategies to be devised and how they can monitor proactive approaches to prevent reoccurrences occurring and effect a reduction in incidents being recorded.

Sleuth is frequently monitored to ensure the Quality Assurance process is adhered to by the Wellbeing Team and the SLT.

Data that is generated by the entries completed on Sleuth, further evaluation is possible within Professional Meetings, LAC's, CHIN's and EHCP reviews. One of the key important factors of the Sleuth system is the use / implementation of Incident Reviews (please see the RPI Policy for further information). Another benefit from the central system is a Training Needs Analysis process that supports internal and external training for staff that can be completed on a regular basis.

Daily debrief sessions are held in relation to an overview of day. This involves collective discussion post incidents to evaluate, analyse and demonstrate collaborative working. The monitoring of practice is completed and recorded within these discussion meetings.

### **Training and support**

All staff receive training in the PBRS through participating and completing an in-depth induction process. Further training is offered throughout the school year on specific areas of highlighted concern that may require improvement. Individualised programmes are developed from personalised staff development plans, identified through lesson observations, daily reviews within briefing and debriefing meetings, the analysis of the recorded Sleuth entries and Performance Reviews.

### **Links with other school policies and practices**

This Policy links with a number of other school policies, practices and action plans including, but not limited to:

- Restrictive Physical Intervention (RPI) policy;
- Safeguarding Policy;
- Online policy;



- Anti-Bullying Policy;
- Individual Pupil Risk Assessment policy; and
- Department for Education (2016) Behaviour and Discipline in Schools guidance.



Kestrel House School

## Wellbeing Support Plan

Level 1 Pupil Risk Assessment

Positive Behaviour Reinforcement System (PBRs) Phases							
Basic Functioning		Early Intervention		Proactive Intervention		Reactive Intervention	
Name:		DOB:		Class:		Term:	
Function of Behaviour (FoB)							
Attention	<input type="checkbox"/>	Escape / Avoid	<input type="checkbox"/>	Tangible	<input type="checkbox"/>	Sensory	<input type="checkbox"/>
<b>1 Cognition and Learning need - (links to EHCP outcome)</b>							
Click here to enter text and agreed intervention							
<b>2 SEMH need - (links to EHCP outcome)</b>							
Click here to enter text and agreed intervention							
<b>3 Sensory / Physical need - (links to EHCP outcome)</b>							
<b>Likes</b>				<b>Dislikes</b>			
Click here to enter text				Click here to enter text			
Click here to enter text and agreed intervention							
<b>4 Communication and interaction need - (links to EHCP outcome)</b>							
Click here to enter text and agreed intervention							
<b>My Positive Reinforcer is?</b>							
Click here to enter text							
<b>What can staff do to help?</b>							
Click here to enter text							
<b>My Calming Comforts are?</b>							
Click here to enter text							
<b>My Reflection time / space is?</b>							
Click here to enter text							
<b>My Yellow Card means?</b>							
Click here to enter text							

WbSP will be completed / updated each Term and kept centrally on Teacher Share. WbSP's are an inclusive process between the individual student and direct staff.

Early update - Sleuth ID: Click here to enter text Date of update: Click here to enter text



**Kestrel House  
School**

Positive Behaviour Reinforcement System (PBRs) Phases			
Basic Functioning	Early Intervention	Proactive Intervention	Reactive Intervention

**Pupil Risk Assessment (PRA)-Level 2 Pupil Risk Assessment**

Pupil/ Child or Young Person (CYP):			
Date of Birth:		Age:	
Date completed:		To be reviewed by:	

<b>Primary Need-</b>			
<b>Reason for PRA-</b>			
<b>EHCP section B, E and Provision Plan-</b>			
<b>Medical Information- please see front sheet</b>			
<b>Typography</b>			
<b>Demonstrated Behaviour(s)</b>			
<b>Other Information-</b>			
<b>Function of Behaviour (please indicate through shading)</b>			
<b>Physical/ Sensory</b>	<b>Escape and Avoidance</b>	<b>Attention</b>	<b>Tangible</b>
<b>Other Information-</b>			

<b>Levels of Risk</b>				
<b>Ascertained through a numerical scale identifying a level of risk</b>				
Low- minimal risk to others, self and/ or property (1 point)	Medium-potential risk and intent to harm others, self and/ or property (3 points)	High- actual risk and intention to harm others, self and/ or property (5 points)		
<b>Six Stages of Response</b>				
<u>Stage</u>	<u>Known</u>	<u>Response</u>	<u>On Site</u>	<u>Off Site</u>
Trigger				
Escalation				
Crisis				
De-escalation				
Crisis Depression				
Reintegration				
	Overall Risk			
	0-9	10-19	20-30	
	Termly	Half Termly	After each incident	

**Consent**

The receiving of this document forms an agreement between all parties, and if appropriate informing the pupil of their identified needs and the schools proposed response in the management of their behaviour.

The stated Parent(s) / Carer(s) and professionals on this document provides evidence of receipt and written consent and understanding of the schools policy.

<b>Print</b>	<b>Role</b>