



POSITIVE BEHAVIOUR SUPPORT AND PHYSICAL INTERVENTION POLICY

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Definition

At Springboard Education our students have a range of significant needs, such as SEMH, ASC, ADHD, Attachment Disorders and some have experienced Early Childhood Trauma.

These difficulties significantly affect how a young person perceives and is able to interact with the world. Students with learning disabilities may have difficulties with communication, social interactions, processing and managing sensory information. They may develop low self-esteem and other mental health needs.

To communicate their needs our students may behave in concerning ways. This can have a negative impact upon the students, others, their environment, their relationships and their quality of life. We believe that all behaviours serve a function and can be used to try to communicate a variety of things. We are committed to understanding the students and finding ways to support them to learn alternative, functionally equivalent and more socially acceptable ways of expressing themselves.

This policy has been written with due care and respect to the rights and individual needs of our students; with a positive and caring attitude to working with them, to overcome their challenges, learn more effective ways of expressing themselves and to build a happy and purposeful life.

The purpose of behaviour is to have needs met. In this policy and procedure 'challenging behaviour' refers to behaviour which:

- Interferes with or prevents the person from engaging within education, or interferes with or prevents the engagement of others

- Is not socially acceptable or appropriate
- Endangers the person, others, environment and/or equipment
- Offers an unacceptable level of challenge to staff in their support of the person

It may be exhibited as:

- Acts of verbal or physical aggression
- Withdrawal or refusal to participate
- Refusal to move/unable to engage (dynamic risk assessment)
- Life threatening self-injury
- Injury (intentional or not) to others or damage to objects, equipment and resources
- Behaviours that fulfil a sensory need

This policy links with the Behaviour Policy.

Staff Training

Springboard Education aims to provide support to enable people to manage their own behaviour in order to improve their emotional wellbeing i.e., confidence and resilience.

We aim to:

- Improve the quality of life for the individual by providing staff with the necessary information and skills to maintain an environment that meets the needs of all students
- Develop a proactive approach in the management of escalating behaviours
- Increase the competence and confidence of all those who deal with escalating behaviours
- Increase confidence of all staff who deal with crisis
- Build resilience levels

Staff Training Emphasis

Springboard Education aims to provide an environment that is safe, supportive, consistent, respects individuals and is friendly. We aim to take a whole person-centred approach by considering all available information, speaking to families, and meeting needs in a way that is tailored to the individual.

As part of our person-centred approach all students at Springboard will have a risk assessment where risk mitigation strategies are identified and a positive behaviour support plan created where behaviour that challenges has been identified as a potential risk, will include details of managing these behaviours. Student, parents, any relevant parties and all staff that work with the individual will be part of the creating of the plans.

This ensures that the individual, other students, staff, and property remain safe and that consistent strategies are used by all staff.

To ensure that our positive behavior support is consistent at all levels Springboard staff are trained on STAFF SAFETY TRAINING. STAFF SAFETY TRAINING provides staff with the knowledge, skills and confidence to think and act proactively instead of reactively, to focus on de-escalation techniques and to safely use physical intervention.

Primary Interventions:

These identify and respond to a person's needs which, if unmet, could result in behaviour that challenges. Proactive approaches should aim to help the person to gain increasing self-control resulting in a reduced need for interventions.

Secondary interventions:

Secondary interventions are agreed approaches known to be effective in eliminating or reducing the immediate likelihood of a crisis occurring and are focused on calming techniques used when early warning signs are displayed by a person. These include verbal and non-verbal techniques used to calm situations.

Tertiary interventions:

Tertiary interventions respond to a behavioural crisis as it occurs. These may include but are not limited to physical interventions and are agreed approaches known to provide a safe environment for the individual and for the staff and other people immediately affected. The agreed plan will include actions that staff need to take to reduce the crisis behaviours in as positive way as is possible. Physical interventions should only be used as a LAST RESORT where all other interventions have failed. All interventions of this type will be non-personal, non-judgemental and non-punitive.

The Use of Rewards

The use of rewards for positive behaviour is encouraged. If an individual requires a specific reward, this will be specified on their Positive behaviour support plan. Prior to this, relevant staff should meet and agree on what would be the best reward.

Positive Touch

Touch is essential in order to provide high quality and sensitive care and can support the development of natural interactions and relationships. Touch is very important and may be used for any of the following reasons:

Communication: e.g.: physical prompting, greetings such as a handshake and high fives

Educational: e.g.: guidance during swimming or PE activities as well as physical prompts

Play: e.g.: where support is needed to help an individual to climb onto or off a piece of play equipment

Emotional Support: e.g.: for reassurance, security and comfort and supporting emotional well-being

Care: e.g.: toileting, dressing and undressing for swimming and PE with respect for privacy and dignity

Physical Support: e.g.: holding hands for guidance or safety (but only when required)

Protection: e.g.: to protect students from danger

However, it is not appropriate or acceptable to use touch in a punitive or invasive way. Staff and students to report any concerns immediately.

The Use of Restrictive Physical Interventions

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- › Causing disorder
- › Hurting themselves or others
- › Damaging property
- › Committing an offence

Incidents of reasonable force must:

- › Always be used as a last resort
- › Be applied using the minimum amount of force and for the minimum amount of time possible
- › Be used in a way that maintains the safety and dignity of all concerned
- › Never be used as a form of punishment
- › Be recorded and reported to parents/carers

Springboard staff are trained on STAFF SAFETY TRAINING. All staff are aware that restrictive physical interventions should be used only as a **LAST RESORT** when all other strategies have failed and should normally be part of a planned approach to meeting individual needs and to ensure the safety of that individual or others. These interventions will be part of an individual's positive behaviour support plan.

Before using physical intervention, staff **MUST** always attempt to divert or defuse the situation in other ways.

Staff will document their use of physical interventions and give details of the whole incident for review and analysis using the appropriate incident report form (Class Charts). The incident should be reported to the safeguarding team on the same day.

The Use of Suspension

Any suspensions or controls used to manage behaviour must be part of the Positive Behaviour Support plan and must work towards reducing or eliminating the challenging behaviour and replacing this with another more appropriate behaviour. The safeguarding team in conjunction with the Head Teacher will investigate relevant staff and the incident and dynamically risk assess the length of time each suspension will be. Suspensions will never be used as an end in themselves. Actions by staff will be proportionate to the actions that constitute the challenging behaviours i.e. staff must judge that their intervention is necessary to prevent greater harm occurring to the person themselves, other students and/or staff, or property.

Access to Positive Behaviour Support Plans

Springboard will use a standard format for Positive Behaviour Support plans so staff can refer to information easily and quickly. These plans will be checked and updated at least once every year by the relevant staff and be sign off by the safeguarding team.

PBS plans will be available in every student's file. The teacher/tutor will ensure that all staff working with the person are familiar with these documents. They may be held on site as paper documents (stored safely in accordance with our data protection policy) or as electronic files that are accessible to staff via a mobile device or PC. These files also could be found on Provision Map.

Post Incident Procedure

Debrief and support following any incident of challenging behaviour will be offered to staff, as appropriate. Staff have had the relevant training on how to request debrief. Debrief will focus on the incident and the student. Staff can request supervision if they require more support regarding physical and emotional well-being.

Students can request a debrief. These can take any means the student desires and when appropriate. Staff to ensure to record all debriefs.

Values

Springboard Education Ltd approaches the promotion of fundamental British values in line with the Government's PREVENT theme of the anti-terrorist strategy CONTEST.

These British Values are: democracy; individual liberty; the rule of law; mutual respect; tolerance of those with different faiths and belief.

Springboard Education Ltd encourages students to follow the Springboard values. These are: Let others learn, try to listen, help others, try my best; respect other students, respect property, follow safety rules, respect staff.

Link to other policies

Anti-Bullying Policy

Attendance Policy

Behaviour Policy

Child Protection and Safeguarding Policy

Discipline and exclusion Policy

Education and Welfare Policy

Lone Working Policy

Health and safety Policy and Procedures

Missing Person Procedure

Student mobile phone policy