



# POSITIVE BEHAVIOUR SUPPORT AND PHYSICAL INTERVENTION POLICY

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## Definition

At Springboard Education, we recognise that our students have a wide range of significant and complex needs, including Social, Emotional and Mental Health (SEMH) difficulties, Autism Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD), and Attachment Disorders. Many of our students have also experienced Early Childhood Trauma.

These experiences and conditions can profoundly influence how young people perceive, understand, and interact with the world around them. Students with learning differences may face challenges with communication, social interaction, and sensory processing and regulation. Such difficulties can impact their confidence, self-esteem, and emotional wellbeing.

We understand that our students may sometimes communicate their needs through behaviours that can be concerning or challenging. These behaviours can affect not only the individual but also those around them, their environment, relationships, and overall quality of life. At Springboard Education, we believe that all behaviour has meaning and serves a function. Through a **trauma-informed approach**, we aim to understand the underlying causes of behaviour and respond with empathy, consistency, and support.

Our commitment is to help students develop alternative, functionally equivalent, and socially appropriate ways to express their needs. We work collaboratively to build trust, emotional safety, and positive relationships, which are the foundation for learning and growth.

This policy has been written with respect for the rights, dignity, and individuality of every student. It reflects our positive and caring ethos, our trauma-informed practice, and our dedication to supporting students to overcome challenges, express themselves effectively, and lead happy, purposeful lives.

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 can 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.

Read the Discipline and Exclusion policy for further information.

## Access to Positive Behaviour Support Plans

These plans are stored on Provision Map under "Learning Plans" for each student, and are considered live documents, meaning they are regularly reviewed and updated to reflect any changes in support, strategies, or student needs.

PBS Plans will be checked and updated at least once a year by the relevant staff and signed off by the safeguarding team. The class teacher or tutor must ensure that all staff working with the student are familiar with the content of these documents.

## Post Incident Procedure

Following any incident of challenging behaviour, appropriate debriefing and support will be offered to all staff involved. Staff have received training on how to request a debrief session. Debriefing will focus on both the incident itself and the student(s) involved. Staff may also request supervision if they require further support for their physical or emotional well-being.

Students who were involved in or witnessed an incident must be offered a debrief by staff. Students may also request a debrief at any time, using whichever method they feel most comfortable with, where appropriate. All debrief sessions, whether for staff or students, must be clearly recorded.

## 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](#)