Pathways School

Positive Behaviour Support Policy

Policy Monitoring

Date policy last reviewed: June 2026

Signed by:

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Date of next review: June 2027

This policy will be reviewed at least annually and following any concerns and/or updates to national/local guidance or procedure.

1. Introduction

Pathways School seeks to promote and maintain a positive ethos for its students. We aim to maintain a safe, healthy, and calm environment in which students can learn unhindered by the behaviour of others. We recognise that some students need protection from their own behaviour and that many students due to their learning difficulties will need support throughout their school life to develop and enjoy healthy relationships. We believe that many students who display behaviour deemed 'inappropriate' have not yet learnt more effective and appropriate ways of communicating. We, therefore, seek to provide a positive teaching environment that enables all students to learn meaningful ways of communicating their needs.

Many students at Pathways School through the nature of their needs and difficulties, may display some type of challenging behaviour. This behaviour can be translated as an individual's response to their environment, an experience, an unmet request, or inability to communicate their wants and needs effectively.

It is essential that all teaching and support staff understand a wide range of strategies and de-escalation skills which will aim to:

- Understand the function of these behaviours.
- Replace them with more appropriate behaviours and skills.
- Reduce the frequency of challenging behaviours by striving to improve the persons quality of life.

This is a fundamental part of the young persons' progress and ensures they reach their full potential and enjoy a good quality of life.

2. Aims

- To follow the Positive Behaviour Support framework, supported by the whole school community – parents, all Pathways staff, students, and governors – based on a sense of community and shared values.
- To foster a caring, family atmosphere, in which teaching, and learning can take place in a safe and secure environment.
- Through the School Curriculum, to teach moral values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property).
- To reinforce positive behaviour, by providing a range of rewards for students of all ages and abilities, rather than simply to discipline problem behaviour.
- As appropriate, regarding the associated difficulties related to autism, to make clear to students the distinction between minor misdemeanours and serious challenging behaviours and any consequences that will follow.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

3. Legislation

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools

- Supporting students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on: Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to effectively implement a written behaviour policy including sanctions that may be adopted and ensuring a record of sanctions is kept.

4. Links to other school policies and practices.

- Behaviour Principles Written Statement
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Reasonable Force & Restrictive Intervention Policy

5. What do we mean by 'behaviour that challenges'?

Within Pathways School, behaviour that is classified as 'behaviour that challenges' typically falls within the following categories:

- Self-harm (e.g., head banging, biting)
- Harm to others (e.g., hitting, pushing, punching, scratching, biting, throwing)
- Damage to property (e.g., smashing equipment, ripping displays, forceful opening of doors)
- Vocalisation (e.g., swearing, screaming, shouting)
- Sexualized behaviour (e.g., masturbation or inappropriate touching)
- Pica (e.g., eating non-edible items)

A person's behaviour is "challenging" if it puts them or those around them (such as their tutor) at risk or leads to a poorer quality of life.

6. Positive Behaviour Support (PBS)

Pathways School practice is underpinned by a commitment to PBS methodology. PBS is an intervention framework for supporting people with behaviours that challenge. The framework enables support that focusses on:

- enhancing the quality of life for the individual and others involved in their life.
- developing an understanding of the behaviour based on an assessment of their social and physical environment.
- the full inclusion and involvement of the individual being supported, their family members and/or their advocate; and
- developing, implementing, and evaluating the effectiveness of a personalised system of support.

PBS involves provision of a tiered system of support to facilitate a focus on prevention as well as response. The level of provision a learner accesses is determined by the behaviour analysts.

Tier 1 Universal Support:

Most of our time and energy needs to go into preventing behaviour that challenges from happening through a universal level of support. This involves putting into place a range of proactive curriculum and environmental supports that are known to assist learners in staying regulated (e.g., classroom environments, augmentative communication, structured teaching, visual supports, predictable routines, and meaningful tasks with appropriate levels of challenges). This also involves being aware of things that can cause a young person to become dysregulated and could act as a trigger for behaviour that challenges. In addition, we need to ensure that the curriculum that learners access covers the core/basic skills needed to prevent behaviour that challenges.

If/when Tier 1 intervention provides insufficient support, more targeted (tier 2) or specialist (tier 3) intervention should be provided. In such instances, assessment and support strategies should be person-centred and grounded directly in information/ data that has been gathered about the person and their environment. This process, known as a 'functional assessment', begins with a systematic review of when, where how and why a young person displays behaviour that challenges.

Tier 2 Targeted Support:

Tier 2 support is provided to reduce the frequency and intensity of behaviour that challenges by providing focused, intensive, group-orientated intervention in situations where the behaviour that challenges occur. This usually involves a process of systematic data collection to enable the effective intervention programmes to be developed and reviewed.

Tier 3 Specialist Support

Tier 3 support is provided when the behaviour that challenges are unlikely to be addressed at the first two tiers. Tier 3 involves provision of highly individualised behaviour support plans and includes specific protocols for responding to behaviours that challenge. Tier 3 provision will often warrant large environmental adaptations such a 2:1 staffing support or the requirement of a quiet space when in crisis. It is important to note that the tiering system is not static, and the levels of provision needed will fluctuate. Half termly reviews of tiering support are undertaken by the behaviour analyst team in each setting.

Behaviour Support Plans

All learners at Pathways School have an individualised behaviour support plan. Those who access Tier 1 provision will have a simple support plan, detailing small environmental adaptations and preferred interaction style. In contrast, the behaviour support plans for those who access Tier 3 usually include a breakdown of each behaviour that challenges alongside detailed and specific information about how to respond. Behaviour support plans are written following data collection, observation/ interviews, and functional assessment of behaviour that challenges. Behaviour analysts ensure that information is gathered from and with primary care givers and other professionals. Behaviour support plans must also complement other learning support plans (such a communication passports), to ensure a consistent approach. Behaviour support plans define the behaviour that challenges and highlight what the causes/triggers are believed to be. Proactive intervention strategies are laid out alongside the skills that should be taught to enable non harmful behaviour and behaviour that will support quality of life. The plans also include strategies for managing/reacting to the behaviour that challenges when it occurs. The list of strategies to prevent the behaviour from occurring should always outweigh the strategies for reacting to the it. All behaviour plans are reviewed "as and when" needed, but at least 6 monthly. The responsibility for the creation and review of behaviour support plans sits with the behaviour analysts. All behaviour support plans are immediately reviewed following a risk assessment of a previously unknown or documented challenging behaviour or following any incident that caused or had the potential to cause injury or distress.

7. Supervision and Proximity

All pupils are allocated a minimum of 1:1 supervision unless otherwise specified by risk assessment. 1:1 supervision requires continuous oversight by a named adult, with physical proximity determined by dynamic risk assessment. During higher-risk situations, including transitions and areas near exits, supervision must be direct line-of-sight and within immediate interception distance. Where access systems such as keypads are in use, staff must not assume that pupils are unaware of codes and must treat all access controls as potentially observable. Supervision levels are reviewed regularly and adjusted in response to emerging risks, including any absconding concerns.

8. Rewards

Positive behaviour will be rewarded with:

- Special responsibilities/privileges
- Verbal praise and recognizing achievements in all aspects of the young person's life.
- Reinforcers (as determined by each pupil's preference assessment) certificates, prizes etc…everyday recognition and rewards for participation and appropriate behaviour.
- Reward Trips
- In the home, reward, and recognition charts – young people have individual reward systems where they can build their tokens/stickers towards a larger reward or activity – such as a visit to a preferred venue.
- Letters to Parents – all staff communicate at least weekly with parents, sending photographs and evidence of achievements during the week.

At Pathways School we always try to prioritise reward and intervention over sanctions as we feel this approach will more likely result in a change in behaviour.

9. Reasonable Force & Restrictive Interventions

The term 'positive handling' is often used to describe physical intervention/restraint. We have chosen not to use this term in writing our policies. We use the term 'Reasonable Force and Restrictive Intervention' because, based on personal testimony, people who have been restrained rarely experience such interventions as 'positive handling.' In using this terminology, we aim to avoid the potential for language softening perceptions and, instead, seek to keep staff focussed on the key issues that need to be held in mind.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of reasonable force or restrictive intervention 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 and stake holders related to the young person.

All staff at Pathways School have received RFRI training as part of their induction to the school.

10. Confiscation

It is unlikely that our students will bring to school items that warrant confiscation. However, to ensure awareness, any of the following items found in students' possession will be confiscated. **These items will not be returned to students.**

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

10.1 Appeals against Exclusion

If parents wish to appeal against the decision to exclude, the matter will be referred to the governors. Three governors, who were not involved in the initial decision to exclude, will acknowledge the complaint, and schedule a hearing to take place as soon as practicable and normally within five days. Records relating to the decision to exclude, and the parents' complaint will be copied to all parties not later than two days prior to the hearing. In no circumstances however will the school or its staff be required to divulge to parents or others any confidential information on or the identities of students or others who have given information which has led to the exclusion or which the Headteacher has acquired during an investigation. The parents may be accompanied to the hearing by one other person. This may be a relative, teacher, friend, or Parent Support Advisor. Legal representation will not normally be appropriate. If possible, the governors will resolve the parents' complaint without the need for further investigation. Where further investigation is required, governors will decide how it should be carried out. After consideration of all the facts considered to be relevant, the governors will reach a decision on whether to uphold or rescind the exclusion or make other recommendations. This decision will be made within ten days of the hearing. Parents will be informed in writing of the governors' decision and the reasons for it. Their

decision will be final. The governors' findings and any recommendations will be sent in writing to the parents, Head teacher and Governors. Parents are entitled to appeal against a Board of Governors decision if it has upheld the Headteacher's decision to permanently exclude their student; even if they did not make a case to, or attend, the governors' meeting.

11. Exclusion

Pathways School aims to be a school that does not exclude students, either for a fixed term or permanently. If following rigorous review, it is felt that Pathways is not meeting the needs of a student then a planned move to an alternative provision is the preferred action.

Exclusion will only be considered in the event of physical assault, significant damage to property or behaviour that is liable to impinge on the safety of other students and staff. If exclusion is being considered by the school, then the following process will be followed.

• A letter/email/phone call to parents informing them of the concern.

• A meeting with parents, at which a strategy is decided, including involvement of the Local Authority if appropriate, on how to improve the students' behaviour and resolve the situation.

• If the problem is severe or recurring and the student or other students are at risk of harm, then exclusion procedures may be implemented by the Headteacher in accordance with The School Discipline (Student Exclusions and Reviews) (England) Regulations 2012. Whilst Independent Schools are not legally required to follow these Regulations, Pathways School aims to adhere to the provisions contained therein so far as reasonably practicable.

• Throughout the use of exclusion procedures regular updates with parents will be given including meetings as needed.

• In the event of permanent exclusion, exclusion for more than five days in one term or exclusion involving missing a public examination or National Curriculum test, the Headteacher will inform the Local Authority.

• Exclusion decisions will be reviewed by the governors.

• In the event of a student returning to school after exclusion, a risk assessment will be undertaken prior to their return by the school.

12. Reporting of incidents

Where there has been an incident of behaviour that challenges, the staff member concerned must complete an incident report. Where there are several staff present, those immediately involved should take responsibility for completing the form.

Points to remember when completing the form:

- Staff must stick to the facts.
- Detail events in order.
- Avoid expressing an opinion.
- Write in a clear concise manner.
- Remember to sign and date the sheet.

On completion of incident reports, they should be returned to the Headteacher. Incident reports are collated on individual spreadsheets to enable information regarding patterns or trends of behaviour to be readily available. This will also inform the development and update of the PBS plans.

At no time should incident reports be photocopied by staff (they are often photocopied to be sent to the parent/social worker). Reports should also be looked after and at no time should they be left unattended, as these are classed as confidential.

In some circumstances an incident may result in the need to report under safeguarding and require regulatory notification.

13. Training

All staff at Pathways School have receive Team Teach training as part of their induction to the school.

All aspects of Behaviour Support will also form part of continuing professional development and supervision.

14. Roles and responsibilities

Governors

The Board of Governors is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for monitoring the implementation as well as review of the Behaviour Policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with behaviours that challenge.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of students
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

Parents/Carers

- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with staff promptly.

Parents will be supported by providing training workshops on how to manage challenging behaviours. Parents will be provided with support/input on a regular basis to ensure consistency and generalisation of progress.