



POSITIVE BEHAVIOUR REINFORCEMENT POLICY

HEATH FARM SCHOOL

HEADTEACHER: Jason Pearn

Positive Behaviour Reinforcement Policy

This Policy is to be read in conjunction with all other Heath Farm School (HFS) Policies; specifically including, but not limited to, our Restrictive Physical Intervention (RPI), Anti - Bullying, Safeguarding Policy and the Department for Education (2020) Behaviour and Discipline in Schools guidance.

Objectives of this Policy:

To present to parents and professionals, HFS's person centred response(s) to behaviour(s) and the theories / approaches that are adopted;

To enable students 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 HFS's practices and procedures need to be implemented;

Provide a structured policy that staff are required to adhere to, unless otherwise justified;

To safeguard students and staff in maintaining a good order of behaviour in the context of a complex Social, Emotional and Mental Health (SEMH) provision;

To ensure that HFS's approach is both consistently and effectively implemented; and

To sustain an ethical and professional approach throughout the implementation of HFS's Positive Behaviour Reinforcement System (PBRs).

HFS responds to behaviour through underpinning principles from a range of behavioural theorist's values and beliefs. These include the set principles and theories relating to '**Positive Behaviour Support**' (PBS) - <https://www.challengingbehaviour.org.uk/information-and-guidance/positive-behaviour-support/>

Children, young people and adults have the right to support and services that create capable environments. These should be developed on the principles of Positive Behavioural Support (PBS) and other evidence-based approaches. They should also draw from additional specialist input as needed to respond to all the needs of the individual.

Children, young people and adults also have a right to receive support and care based on good and up to date evidence. This should include timely access to therapies, PBS and psychology as appropriate to meet their needs.

‘The Thrive approach’ - <https://portal.thriveapproach.com/approach/info/how-we-do-it/>

Thrive is a dynamic, developmental approach to working with children and young people that helps teachers and adults to interpret their behaviour and address their emotional needs.

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 students may display within the provision.

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

Where the need for a positive change is identified, the students explore a range of person centred strategies, which empower them to modify their own set behaviours by reflecting and working towards rewards. Students 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 child from acquiring the basic skills in becoming self-governing.

Our practice at HFS is based on the following principles:

- Heath Farm is a school for learning;
- Students come to school to learn and achieve positive learning outcomes;
- When students are calm and regulated they are able to learn in a supported environment;
- When students are engaged in Learning, differentiated to their individual abilities, their behaviour improves and they remain regulated;
- As students’ 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);
- HFS will support students to want to take responsibility for their own actions and give them the skills to modify their own behaviour; and
- Students’ 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. Students 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 SEMH 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 students. This is embedded through continual praise and recognition. HFS achieve this developmental approach through the phases that our PBRs offers when meeting the needs of our students.

Heath Farm School Positive Behaviour Reinforcement System (PBRs)



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

The Basic Functioning Phase - this offers the correct condition for students 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. Theories as outlined in the PBRS induction and that underpin practice around specific environments being prioritised are also 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. HFS have 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; 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, Wellbeing Support Plans (WbSP's) Level 1 Risk Assessments are 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 students' 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 HFS's 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. Students 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, HFS have embedded Point Schemes where all students 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. The Point Schemes provide students 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 students to 'work towards' something of benefit to them, thus promoting positive behaviours and reinforcing this through praise and recognition. This approach also promotes motivation, determination, enthusiasm and improved confidence. Resilience is established through improved self-esteem and students having the confidence to take controlled risks.

Primary Nurture class groups have an individualised praise system that supports positive reinforcement and positive praise but is bespoke to early year's type incentives rather than a credit slip or points system. The primary nurture praise system can be explained at request but is still underpinned by the ethos and values of the PBRs.

Students select an activity from a Rewards Choice List at the start of each week. Rewards are achieved in Gold, Silver and Bronze certificate formats. Students have formalised and proposed a 40 point a day system and have created a daily credit slip. Each Tutor class will have some autonomy to develop and bespoke the point system to their own needs. This daily credit slip would then add up to a possible 200 (**extras can be generated**) points per week and the rewards would be graded Gold, Silver and Bronze. Gold reward = off site activities 90+ %, Silver = off site and/or onsite activities 75-90%; and Bronze = on site only activities 60-75%.

Students have implemented and updated the PBRs themselves (**through school council discussions and weekly meetings 2020 -2021**) and have formalised that if students do not meet the 60% threshold of set points each week as agreed in each tutor class, they should not have a reward activity offered without completing a reflection session first on the Friday afternoon of each week and the post reward activity would be onsite in a classroom environment on their own or with other students who have had to complete a similar reflection and/or restorative process.

This contributes to an active and motivating incentive of positive behaviour being prioritised throughout the provision and provides continual encouragement to achieve rewards and/or positive recognition from staff members, their peers and actively encourages students to actually motivate themselves going forward.

Staff are supported with this behavioural tool to positively maintain 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, so students value the importance and develop an improved understanding of right and wrong.

Positive Reinforcers are student selected activities and will not be influenced or implanted by staff. 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 behaviour(s) that challenge being used as the function for a student's behaviour as a communication tool, by encouraging a positive frame of mind within their peer groups and their classroom environments to support HFS's preferred ethos and person centred inclusive approach.

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 students being left with no positive incentive if a behaviour that challenge was 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.

A SMART individualised SEMH target is to be set for each student and this is stated on each student's WbSP, in line with student's IEP targets and their specific EHCP outcomes.

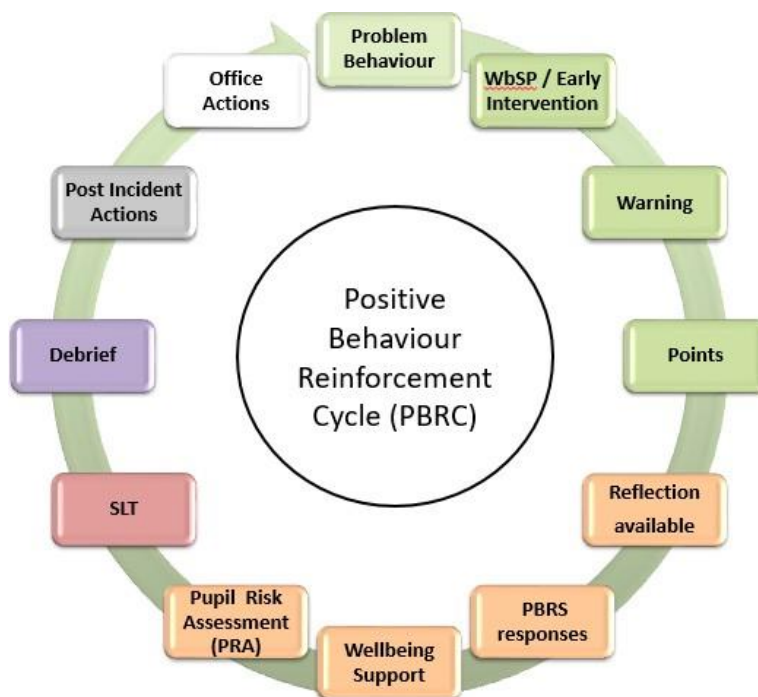
HFS accepts and understands that students who attend our school will have a range of complex SEMH difficulties. In addition to this, the provision will consider a comorbidity of diagnosis / difficulties or impairments which can present as a limitation or a barrier for them to access learning opportunities. All behaviours are to be processed and evaluated as a form of communication.

For students 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 behaviour(s) that challenge. Through the implementation of this policy, HFS ensure that a calm, safe and inclusive educational environment is prioritised for all its students. This is supported and embedded through all of the identified HFS 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 behaviour(s) that challenge throughout the school. This is achieved through structured interventions and sanctions and supported by the implementation of HFS 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 students 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 HFS PBRS.

Heath Farm School Positive Behaviour Reinforcement Cycle (PBRC)



The cycle is a facet of the PBRS and is used to respond to behaviour(s) 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 enforce positive change to past, present and future behaviour(s) that challenge are then targeted. This process assists students 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 Crisis Phase - responding to a complex or severe set of behaviours 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 HFS preferred standard of practice, staff need to understand and be attuned to students 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:

<i>Wellbeing Support Plan (WbSP) - Level 1 Risk Assessment providing a co-working document that is continually implemented to ensure students maintain a regulated Baseline of Behaviour and staff adhere to a person centred approach when responding to an escalation.</i>
<i>Self-Directed Refection Time- an allocated space to think, regulate, recover and repair for an agreed amount of time (see individuals WbSP).</i>
<i>A Warning- to be given with each stage of the cycle that is entered.</i>
<i>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 problem behaviour. If below 60% of weekly points are achieved, then this will result in a student missing Rewards and they will attend Reflection and/or Restorative time ON A Friday afternoon.</i>
<i>Directed Reflection Time- a directed space to think, regulate, recover and repair under supervision and for an agreed amount of time (see individuals WbSP).</i>
<i>Yellow Card- issued due to a continuation in behaviour and all other stages of the cycle either being insufficient or unsuccessful. Issuing a Yellow Card is a tool of pupil empowerment, meaning that students can rectify their behaviour through the negotiation and then completion of reflection time within their own time i.e. breaks WITHIN 24 HOURS. On completion, these are known as- Yellow Card Paid Back and will be recognised and recorded on Sleuth so that data can reflect positive change for set individuals. Time varies from group to group and/or outlined on the students WBSP.</i>
<i>Red Card- issued due to unprovoked violence, the climbing of dangerous structures, 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.</i>
<i>Within certain groups immediate sanctions are to be implemented due to the ages, abilities and social capacities of students, meaning all Red Cards are paid back.</i>
<i>2x Red Cards or the first Red card not being paid back, results in a student missing weekly Rewards and their attendance in Reflection Time has to be completed on a Friday.</i>
<i>Pupil Risk Assessment (PRA) - Level 2 Risk Assessment is completed in response to a reoccurrence of problem behaviour, ensuring that staff are working within the Proactive Phase of a planned approach with a main objective to reduce / minimise problem behaviours.</i>

Wellbeing Support- an additional department that responds to and supports students through individualised approaches- Pupil Support Intervention Scheme, or through the implementation of the PBRS. Offering observation and monitoring of incidents and providing staff with advice and/or 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 events 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 behaviour(s) 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 (students are unable to pay these back) or as part of time being accumulated for refusing to engage in the timetable. Students 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 students' problem behaviour(s).

Proactive Intervention- the withdrawal of a pupil from their class to work intensively with staff in the exploring and resolving of the presenting behaviour(s) 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 with parents and/or carers (LASW and SSW) before reintegration and a proactive intervention including all of the above will need to be discussed and completed before integrating back to class.

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;
- Safeguarding Concerns;
- Therapeutic-
Psychological, Occupational and/or Speech, Language and Communication Need(s);
- Negatives- acts of behaviour(s) that challenge;
- Restrictive Physical Intervention (RPI) please see RPI policy for further information;
- RPI Injuries;

- Acts of bullying;
- Record of sanctions i.e. cards issued, detentions, exclusions;
- 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.

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

Monitoring

Weekly Wellbeing 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, CIN'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.

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

- Restrictive Physical Intervention policy;
- Safeguarding Policy;
- Online safety policy;
- Anti-Bullying Policy;
- Peer on Peer abuse policy
- Individual Pupil Risk Assessment policy;
- Department for Education (2020) Behaviour and Discipline in Schools guidance.

Daily Credit Slip

Name:							Date:		
Lessons	L1	L2	L3	L4	L5	L6	Additional Points		
Points Available	1	1	1	1	1	1	Session	Points Achieved	Points Available
Working Well							Tutorial (AM)		4
Following Teacher expectations							Break		4
Following LCO values							Lunch		4
Working Towards IEP Target							End of day tutorial		4
Extras							Total Additional Points		/16
Total Points for Lessons				/24 (+ possible 6)			TOTAL POINTS FOR THE DAY		/40

Heath Farm School Positive Behaviour Reinforcement System (PBRs) Phases			
Basic Functioning	Early Intervention	Proactive Intervention	Crisis Intervention

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

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

Levels of Risk				
Ascertained through a numerical scale identifying a level of risk				
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)		
Six Stages of Response				
Stage	Known	Response	On Site	Off Site
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 Heath Farm School's proposed response in the management of their behaviour.

The stated Parents/ Carers and professionals on this document provides evidence of receipt and written consent and understanding of Heath Farm School Policy.

<i>Print</i>	<i>Role</i>