



Rosebank School  
*Listening, Responding, Learning*

## POSITIVE BEHAVIOUR SUPPORT SUMMARY

June 2022

Behaviours that Challenge are often the result of an unmet need and/or difficulties in communicating that need to others. Many of our pupils experience sensory issues and may find particular environments and experiences over-stimulating, frightening or uncomfortable. In order to be active and valued participants in society as adults, our pupils need to be empowered to respond to, and cope with a range of potential situations and demands.

We aim to design programmes to teach more effective means of communication, more socially appropriate interactions with others, and greater tolerance of the different environments and demands which will be encountered in everyday life.

In order to fulfil this aim, we follow **bold Positive Behaviour Support** principles and practices:

**Positive Behaviour Support (PBS)** is widely acknowledged to be the most effective way to support people whose behaviour challenges the families, carers, schools and services that support them. From April 2014 onwards, it has been the required model for all adult learning disabilities, social care and health services to follow.

PBS focuses on a person's right to be treated with dignity and compassion, to be valued, to be listened to, to be supported to have the best quality of life possible, and to be empowered to make choices and decide on how they want to live that life.

PBS makes use of the principles of applied behaviour analysis to observe, analyse and understand the messages which a person is communicating through their behaviour:

- Recognising that behaviours occur in part as a response to environmental triggers and demands
- teaching pupils new ways to get their needs met,
- the important coping and tolerance skills when those needs cannot always be met;
- acknowledging that reward strategies can be useful tools in helping children to begin to use newly acquired skills and to employ self-control
- emphasising that adult responses when undesired behaviour occurs can make the situation either better or worse, and teaching staff to take steps to reassure, redirect and calm a pupil rather than confront, threaten or apply a sanction or punishment and provoke escalation of the situation.

**Zones of Regulation**, an internationally renowned systematic, cognitive behavioural approach used to teach Emotional Regulation. It aims to teach pupils to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs and improve their ability to problem solve conflicts. At Rosebank the Zones is an integral part of our PBS model.

All pupils at Rosebank have an Individual Pupil Support Plan (IPSP) based on the PBS - Listen, Respond, Teach model, which includes information about what that pupil needs to help them succeed. This includes behaviour, the messages behind behaviour, responses to make when behaviour does occur to reassure,

redirect and de-escalate a situation and details of new or replacement skills which need to become the focus of a teaching programme. More detail is included in the full Positive Behaviour Support Policy

Staff are given access throughout the school year to a range of training courses in using the **bold PBS** model. Parents/carers are consulted and involved in the formulation of IPSP, including responses made when behaviour occurs to keep people safe.

Additional support from external professionals will be sought if it is required.

There may be times when, in order to keep people safe, it may be necessary to ask pupils to do something they would prefer not to do, or to prevent them from continuing to do something that might be harmful to themselves or others or damaging property. Section 93 of The Education and Inspections Act 2006 empowers school staff to use "reasonable force...to prevent a pupil from hurting themselves or others, from damaging property or from causing disorder." Although staff have the legal power to use force, we aim to identify alternative responses that can be made when pupils experience upset, anxiety, confusion, anger or distress and so significantly reduce the need for intervening by using Restrictive Physical Intervention (the interruption of behaviour by staff making physical contact with a pupil). Restrictive Physical Intervention would form part of a planned response for a pupil at Rosebank School, as a last resort and in exceptional circumstances.

If Restrictive Physical Intervention is used in an emergency as an unplanned response with any pupil, staff should carry out a risk assessment of the situation and consider what strategies need to be put in place to reduce the risk of re-occurrence.

Parents will be informed whenever a significant behaviour incident occurs with their child and these are recorded in class Bound and Numbered Books.

Further details are included in the full Positive Behaviour Support Policy.