



Peterhouse School

Positive Behaviour Support Policy (Incorporating PROACT-SCIPr-UK[®])

EMAIL AND INTERNET

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Lead for this Policy	Pete Rimmer,
Has Consultation included Service User Group?	
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This policy should be read in conjunction with:

- **Positive Behaviour Support within Autism Initiatives Children's Services**
- Peterhouse School Code of Conduct
- Autism Initiatives Code of Conduct
- Incident Reporting and Recording (Purpose and Guidance)
- Positive Behaviour Support Plan (Purpose and Guidance)
- Child/Vulnerable Young Adult Safeguarding Policy
- Anti-Bullying Statement/Policy
- Physical Contact with Children
- E-safety Policy
- Rationale for the delivery of behaviour support at Peterhouse School
- Lone working Policy
- Safeguarding Policy

This policy also incorporates the following legislation, monitoring, code of practices and guidance:

- Human Rights Act (1998)
- Mental Capacity Act (2005), England –updated 2019
- Also Mental Health Act 2007
- Deprivation of Liberty Safeguards (2007), England
- Special Educational Needs and Disability Act (2001), England
- Office for Standards in Education, Children's Services and Skills (Ofsted) Minimum Standards (2010), England
- Use of Reasonable Force. Advice for head teachers, staff and governing bodies, Department for Education (2013; updated 2015), England.
- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/ or Autism Spectrum Disorders, (2012)
- Care and support of residents in designated centres for persons (children and adults with disabilities) regulation (2013), Health Information and Quality Authority (HIQA)
- Bild Code of Practice for the Use of Physical Interventions, 2ND Edition (2006)
- Bild Code of Practice for the use and reduction of restrictive physical interventions, 3rd Edition (2010)
- Bild Framework for reducing restrictive practices (2013)
- Behaviour and discipline in schools Guidance for governing bodies (2012) updated 2015
- Behaviour in schools advice for Head teachers and school staff (2024)
- Keeping Children Safe in Education 2024
- Reducing the Need for restraint and restrictive Intervention in Children and Young People (2018)
- Equality Act 2010

- › [Behaviour in schools: advice for headteachers and school staff 2024](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education 2025](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

Maintained schools, pupil referral units (PRUs) and non-maintained special schools insert:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

Contents

1	Policy.....	5
1.1	Purpose.....	5
1.2	Behaviour.....	6
1.3	Behaviour of concern.....	7
1.4	Responsibility.....	7
1.5	Autism Spectrum Condition context.....	9
2	Procedure.....	10
2.1	Learning and development.....	10
2.2	Code of conduct.....	11
2.3	PROACT SCIPr UK®.....	12
2.4	Positive behaviour support.....	12
2.6a	Categorisations of PROACT-SCIPr-UK® Physical Interventions:.....	15
2.6b	Non acceptable use of physical intervention/restraint:.....	15
2.7	Reporting and Recording.....	16
2.8a	Reactive Approaches Prevented.....	16
2.8b	Incident Reporting and Recording.....	17
2.8c	Non-negotiable when reporting and recording incidents.....	17
2.8d	Post incident review and monitoring.....	18
2.8e	Monitoring of incidents of behaviours of concern.....	18
2.8f	Risk Assessment.....	19
2.8g	Positive Behaviour Support Plans (PBSP).....	20
2.8h	Working in Partnership.....	20
3	Appendices.....	21

1.1 Purpose

The primary purpose of this 'Positive Behaviour Support' policy is to illustrate how the Positive Behaviour Support (PBS) approach, as referenced throughout the Group Education Guidance, is embedded as a positive behaviour approach within Peterhouse School guiding staff through policy and practice. Effective implementation of this approach requires collaborative partnership working with all stakeholders.

The School Context

At Peterhouse School we acknowledge an increase of children attending with a diagnosis of concurrent conditions where autism is the primary diagnosis. We also understand developmental stages and support personalised approaches within our school community. We ensure staff are both skilled and able to be flexible as well as adopting a 'whole school approach' to behaviour and person-centred practice.

In response to this we have developed a set of behaviour principles in consultation with governors, staff, parents and pupils that both inform and run in conjunction with this behaviour policy (see appendix 1). These principles work alongside Peterhouse School's Values and culture of Kindness, Integrity, Team First and support our pupils to feel safe, valued and respected, to work in partnership with pupils as well as families and staff to encourage our school population to develop skills, strategies and self-reliance to manage their own behaviours to enable them to become successful adults with autism

It is recognised that due to the educational demands some pupils will find school a more challenging environment. In response to this the behaviour principles and whole school approach to behaviour and relational practice aim to support the culture of community to enable individuals, where they are cognitively able, to develop a realistic understanding of the impact that some behaviours can have and responsibilities for their actions where appropriate. We call this our 'power with/ working with' approach to behaviour and autism practice.

There are specific opportunities planned throughout the school day as part of the overall 'Peterhouse Way' where pupils are supported to understand themselves in order to learn to self-manage, regulate and develop strategies to support their behaviour. Opportunity is also given at the end of each school day, or at a time more appropriate to the individual for pupils to work with staff to reflect on areas that they have found difficult and to develop their 'own' thinking and understanding to help them establish key skills and strategies to become self-reliant and able to manage their own behaviours. This aims to address the concept of 'false reality' so that pupils can be more prepared for adulthood recognising social norms of society and the natural consequences within the law.

(See Prime Time appendix 2)

In addition to this it is important that our pupils must learn to keep themselves safe and Peterhouse School is committed to ensuring that the young people in our care remain safe in education. This includes references to and (where appropriate) an understanding of, peer on peer abuse, bullying and the behaviour policy. This works in conjunction with

Anti-bullying and E-safety policies, Peterhouse Safeguarding policy and the new Keeping Children Safe in Education Framework (2025) to ensure that we will take seriously and can respond to any incidents of bullying and/ or peer on peer abuse.

Positive Behaviour Support

For the purpose of this policy is defined as a 'multicomponent framework' with evidenced success that is committed to:

- Understanding 'behaviours of concern' using sound assessment and evidence
- Positive stakeholder consultation
- The development of personalised and enduring systems of support
- Approaches that place enhanced Quality of Life at its core
- The responsible, safe and proportionate use of reactive approaches with the emphasis being to make a situation safe.
- Implement agreed responses to behaviour consistently by all staff in line with the behaviour policy

Peterhouse School is committed to creating a calm and supportive education environment which involves a multidisciplinary approach to learning drawing upon the expertise of all staff.

We recognise that our young people may present with behaviours of concern arising from the differences within their Autism and believe that by using '**proactive support**' strategies delivered via personalised approaches, within a carefully structured and monitored approach, that a partnership can be created in order to support the young people to express themselves in a more appropriate way.

We believe the need for such change is important for the young person's growth in both educational and emotional aspects of learning alongside the young person. We believe that it is essential to support this change by addressing the function and purpose of the behaviour and developing alternative strategies that serve the same function using structure, consistency, planning, predictability and routine. Peterhouse School promotes Positive Behaviour Support through the PROACT SCIPr UK®. support model accredited by the British Institute for Learning Disabilities. The ethos of PROACT SCIPr UK®. mirrors 'our approach' and behaviour principles in that both endeavour to address the need prior to the need becoming a factor of incident.

1.2 Behaviour

'Behaviour' within this policy must be interpreted as a physical, sexual, psychological/emotional and social action. Behaviour must be observable, meaning we can see and describe the behaviour as it occurs and behaviour must also be measurable, meaning we can count or measure the intensity and duration of the behaviour. It is important to remember that behaviour which can be positive or negative is a form of communication to have a need met.

1.3 Definition of Behaviour of Concern

‘Behaviour’ becomes a ‘Behaviour of Concern’ when, due to its frequency, severity, duration limits the quality of life for the person and those immediately around them and/or places them and/or others at risk of harm.

Peterhouse School utilises a PBS approach which focuses on what a person can already do and how they do it (strategy). This knowledge of the person is then used to support the person to develop additional skills.

Behaviour of Concern is also behaviour that is likely to seriously limit the use of, or result in the person being denied access to, ordinary community facilities. (Emerson 1995). Peterhouse School is committed to non-aversive approaches and utilises the positive behaviour support approach throughout the curriculum to ensure that there is a focus on supporting the individual to learn strategies that they themselves can own and use. This forms a significant part of practice and incidental teaching to support strategy and skill development. The learning of strategies by the individual and their use of these give ownership and control of the behaviour change to the young person. Whilst this process may take longer, the success is longstanding and remains with the individual. This requires that staff when presented with ‘behaviour of concern’ see beyond the ‘action’ and recognise the need to support and address difficulties related to:

- Understanding and Use of Communication
- Thinking skills (choice making, problem solving, planning and organising and thinking ahead)
- Getting on with others
- Sensory preference

It is also paramount that staff understand the ‘function of behaviour’ and this also forms part of reflective approaches to understanding each individual and their preferences to learning.

SEAT is used to give guidance on behaviour function:

- Sensory: Is this the only way the person currently has to get their particular need met?
- Escape: To stop/leave an activity/situation where the person is not in control.
- Attention/Interaction: Does the person have a reliable way they can start and end interaction with others?
- Tangible: To gain an actual object, person or activity of desire immediately

Peterhouse School has 3 staff trained as PROACT SCIPr UK® Instructors who work collaboratively with Principal PROACT SCIPr UK® from the wider group, who in turn train education staff in PROACT SCIPr UK®.

1.4 Responsibility

Positive Behaviour Support is part of autism practice recognised through our hidden curriculum and our approaches to teaching and learning at Peterhouse School. PBS is part of the class teacher’s and their team’s responsibility with support from a multidisciplinary

support team, including Assistant Head of Behaviour and Pastoral (who works with Instructors), Autism Practice Lead, Speech and Language Therapists, Occupational Therapist, PROACT SCIPr UK® instructors and SEMH Lead/ School Counsellor and is overseen by the Senior Leadership Team which includes The Head of Autism Practice, Training and Research.

The Peterhouse School behaviour policy will be shared with all staff at induction. It is important that all stakeholders realise that while physical intervention is always a Last Resort it is inadvisable to have a 'no-contact' policy within an educational setting. The use of 'reasonable force' covers a broad range of actions and should include 'no more force than is needed' proportionate to the risk and situation e.g. including from guiding a child to planned physical intervention alongside responding to Duty of Care.

The School will devise and use sensible plans that support behaviour proportionately as recommended in Keeping Children Safe in Education (2025) and Peterhouse School aims to make all reasonable adjustments (in line with Equality Act 2010) by drawing up Positive Behaviour Support Plans in agreement with all stakeholders to enable a reduction of risk and restrictive practices. Information is shared at admission to inform pre-admission documentation that can support a shared understanding of each individual's preferences, dislikes and skills and strategies that work for them. This is a **working document** that then takes into account the needs and changes of each individual as they develop throughout their education.

Senior Leaders will ensure that new staff attend the relevant training at Induction so that staff are aware of 'our approach' and their own responsibilities within Peterhouse School.

It will include:

- Regular review of policy communicating to all staff to ensure that it supports current legislation.
- Support to staff with recording and reporting maintaining appropriate record keeping
- To ensure that staff in direct support of individuals undertake training in the Positive Behaviour Support training through AI and Peterhouse School:
 - **Autism Initiatives and PBS: Bridging the Gap**
Positive Behaviour Support Day 1: Incorporating PROACT-SCIPr-UK®
 - **Embedding PBS and Autism Practice: Education Appendix**
Positive Behaviour Support Day 2: Incorporating PROACT-SCIPr-UK®
 - **Refreshing Knowledge - Sharing Experience Education Appendix**
Positive Behaviour Support Day 3: Incorporating PROACT-SCIPr-UK®
- To provide support to staff in relation to specific individuals – in liaison with Principal Instructors
- To ensure TAs complete statutory Induction training so that the philosophy of Autism practice and Positive Behaviour Support is established and understood from the outset
- To ensure Teachers complete statutory teacher induction in line with Peterhouse School's induction policy
- Details of training will be kept at a central resource at Head Office via the School Business Leader, Business Support Manager and Assistant Head for Behaviour and Pastoral

In addition to Induction training staff will have regular opportunity to meet with class teachers and senior leaders to:

- Reflect and discuss current recording and reporting information as part of Class teams, Internal meetings and in house training
- Meet with PBS Instructors and Senior Leader/ Practice Support team to discuss behaviour strategies and proactive/ active support from recording and reporting and ensure key actions are met as part of the internal review process
- Where relevant to reiterate within team meeting and personal support framework discussions key concepts related to maintaining personal safety such as personal space, tying back of hair, covering of arms, access to exits and the importance of mindful risk assessment should an incident occur.

All Staff will also, as part of their job agree to:

- Contribute to, understand, read and follow PBSPs for people being supported.
- Implement agreed personalised approaches noted within individuals PBSPs, EHCPs,, and Risk Assessments etc. at all times in order to deliver the agreed person centred, autism specific support.
- Inform a senior team member or line manager of any difficulties related to understanding and following of any agreed personalised approaches.
- Ensure that their own Positive Behaviour Support learning and development is refreshed and kept up to date
- Recognise their personal responsibility in keeping the person, themselves and others safe.
- Ensure they set an excellent example to all pupils at all times
- Ensure working practices are informed by purpose and guidance notes and reporting and recording tools i.e., incident reports, Reactive Approaches Prevented etc.

1.5 Autism context and Autism Lens

'The person with autism does not just have the behavioural features of autism but has different cognitive machinery and hence sees and experiences the world differently at a very central and personal level.' Uta Frith (2012)

Autism Initiatives/ Peterhouse School's practices therefore are intended to understand a person's behaviour, not just to describe it.

A commitment to understand the function of a person's behaviour will demand a consideration of how the following differences associated with autism uniquely impact on the person supported:

- Understanding and use of communication
- Thinking skills (choice making, problem solving, planning and organising and thinking ahead)
- Getting on with others
- Sensory preference

It is recognised that the differences in communication (understanding and use), flexible thinking, getting on with others and sensory sensitivities experienced by young people with a diagnosis of Autism Spectrum Condition can often lead to heightened levels of anxiety and stress particularly in the demands of education.

These differences if unsupported or inappropriately managed may result in the young persons 'behaviour' being deemed challenging to themselves, others or services. It is the belief of Peterhouse School that supporting the young person to address the impact of their autism, in particular their ability to understand and use communication to successfully develop skills related to thinking and to know and understand how to use their preferred strategies is the appropriate route to supporting these behaviours.

Autistic young people can display a range of behaviours, many of which would not be necessarily seen as 'concerning'. Individuals may have developed behaviours as strategies to self-manage and thus may be a 'concern' to people working alongside but not to the individual. In this situation our approach should be to support the individual to develop a more appropriate strategy which fulfils the same purpose for the person but in a different way.

It is therefore a priority to recognise the need to support behaviour change to ensure that our young people are equipped with the skills that allow them the opportunity to develop into a successful adult with skills to live a full and varied good quality of life. .With this in mind it is important for staff working within children's services that they understand the importance of preparing our children for adulthood. The school context will support appropriate developmental stages whilst recognising that children with autism can find it difficult to adapt and change 'learnt' skills. Staff will always consider the most appropriate uses of support anticipating a primary age child's developmental needs whilst remaining mindful of the skills and strategies that they will require as they mature. What may be necessary restrictive practice for a child e.g. the use of a harness or covert medication must be viewed in the light of them becoming an adult and all efforts should be made to reduce restriction as soon as possible.

2 PROCEDURE

2.1 Learning and development

Attendance for **Autism Initiatives and PBS: Bridging the Gap** and **Embedding PBS and Autism Practice: Education Appendix** will be centrally stored by the Autism Initiatives Learning and Development department. It is essential that details of all learning and development be forwarded to the learning and development department as soon as the activity has been completed. A staff training matrix should be available which provides an overview of training attended and date for next attendance which includes:

- **Autism Initiatives and PBS: Bridging the Gap**
Positive Behaviour Support Day 1: Incorporating PROACT-SCIPr-UK®
- **Embedding PBS and Autism Practice: Education Appendix**
Positive Behaviour Support Day 2: Incorporating PROACT-SCIPr-UK®
- **Refreshing Knowledge - Sharing Experience Education Appendix**
Positive Behaviour Support Day 3: Incorporating PROACT-SCIPr-UK®

Peterhouse School has three instructors for PROACT-SCIPr-UK. Annual refresher takes place for all educational services including Peterhouse School on an Inset day each year to ensure that staff are up to date and in line with guidance and any changes linked to supporting behaviour. PBS training informs part of required regular training alongside safeguarding. It is each individual staff member's responsibility to ensure that they have attended training and opportunity for missed training will be offered throughout the academic year.

Education provisions have an annual inset day PROACT-SCIPr UK training is delivered. This includes the Day 1, Day 2 and annual refresher of Day 3. Instructors will ensure new staff attend Day 1 and 2 or IPPW as part of the induction process

Teachers, as leaders, complete a separate school induction with personal training linked to PBS as part of Autism Practice from school SLT and multi-disciplinary support team. Teachers will then participate in all in-house training and PBS refreshers throughout each academic year.

Professional impartiality

Behaviour as noted above is a physical, sexual, psychological/emotional and social action. We concentrate on positive efforts to maintain or increase the quality of life for all our young people. Staff are alerted that values, attitudes and beliefs brought in to work influences the way in which we perceive and respond to a particular young person's behaviour. It is necessary for us to acknowledge this in order to professionally separate them from the actions of those in our support. A professional outlook and a positive regard for each young person must always guide our actions. We focus on promoting the abilities and potential of each young person whilst alleviating any challenges in the least restrictive manner. We always consider the double empathy research and recognise that what **we do** and **what we say** and **how we are**, may have a positive and negative impact on each young autistic person. **We are aware of ourselves**

2.2 Code of conduct

There may be specific dress requirements in specific environments in order to further support 'Keeping Safe' i.e. hair tied back, long sleeve clothing etc.

The Peterhouse School Code of Conduct describes the standards of behaviour and attitudes expected of everyone working within the school at any time, as they carry out their day to day activities. It is each individual's personal responsibility to meet these standards, so that the people we support, colleagues, and all who come into contact with Peterhouse School, can be assured of an appropriate and professional approach at all times. This includes being free from discrimination and showing respect to all staff, pupils and visitors

The Code of Conduct has been developed with reference to other codes of conduct and codes of practice to which employees may already subscribe through their own professional bodies, and will therefore complement these. The Code of Conduct has the status of a policy document, and all employees are expected to adhere to the standards described; failure to do so may result in disciplinary action.

2.3 PROACT SCIPr UK®

Peterhouse School as part of a practice model that incorporates and utilises **Positive Range of Options to Avoid Crisis and use Therapies, Strategies for Crisis Intervention and Prevention (PROACT SCIPr UK®)** which is an accredited Positive Behaviour Support model by the British Institute of Learning Disabilities and is founded on the following mission statement: *'It is the intent of PROACT SCIPr UK® to minimise the use of physical interventions and to emphasise sound behaviour support strategies based upon an individual's needs, characteristics and preferences'*.

The PROACT SCIPr UK® Approach value base is compatible ~~echoes that endorsed by~~ with Autism Initiatives and Peterhouse School in that it is person centred, encourages proactive planning and advocates the importance of supporting the young person to learn new skills in order to avoid and prevent crisis from occurring in the first instance.

Where physical intervention is included, those recommended by the PROACT SCIPr UK® framework are of high social validity, placing respect and dignity of the individual at the forefront at all times.

It is our policy to reduce the use of non-restrictive and restrictive physical interventions and engage in Positive Behaviour Support Planning based on the needs and strengths of the young person.

2.4 Positive behaviour support

We recognise the impact an individual's behaviour may have on their ability to engage with learning at school. Peterhouse adopts an engagement first model in the support of students which is monitored with engagement scores in half termly progress trackers. If a student's engagement in learning drops, this may be an indicator of a practice support need or may remain low while we provide support for behaviour/practice alongside a young person.

Proactive Approaches

Proactive approaches are unique to the individual with a focus on Positive Behaviour outcomes. Proactive approaches set out are agreed and are often the best way of working with the individual to provide appropriate support to reducing any incidences of behaviours of concern exhibited by the young person. Information to support proactive approaches can be found in the young person's EHCP, About Me, Risk Assessment, BoC Risk Assessment, At a Glance or in a Positive Behaviour Support Plan.

Active Approaches

Active approaches are used by staff to diffuse difficult situations to avoid them escalating. Active approaches are specific to the young person and environment and involve personal interests, preferred food and drinks or therapeutic options such as music or massage. Details of Active Support approaches can be found in young people's risk assessment, About Me or in a Positive Behaviour Support Plan.

Active support may result in change of environment, learning task and people around the child, and are planned to ensure our pupils can learn to actively self-manage.

Within Peterhouse School emphasis on the effective use of these approaches is aligned with staff's timing of these. With this in mind the young person's PBSP will detail indicators of disengagement and on-set signals which would alert staff to use primary active approaches and/or secondary active approaches noted in the young person's PBSP.

Reactive Approaches

We recognise that the need for a reactive response to behaviour must feature as a "last resort" strategy in order to maintain the safety of the young person and staff involved in the incident. It is recognised that there will be some occasions when physical intervention may be necessary in order to maintain safety.

A gradient of response to challenging situations may take the following forms:

Supervisory Restraint / Non-Restrictive Intervention is the exercise of staff's day to day care influencing, affecting or curbing an individual's behaviour primarily for his or her benefit in order to protect them from harming themselves or others. An example may be to warn an individual to stop at the kerb to prevent crossing a road, or to steer a person away from danger. Staff will be mindful of developmental stages e.g. holding a 5 year old hand is acceptable but support for older pupils will take into account social validity.

Physical Restraint is the positive application of some degree of reasonable force in relation to a person for the purpose of preventing them from doing any of the following:

- ***Committing an offence***
- ***Causing personal injury to any person including the young person themselves.***
- ***Damage to property of any person including the young person.***

And in school:-

- ***To ensure that a pupil leaves a classroom where the pupil persistently refuses to follow instruction to do so.***
- ***To prevent a pupil behaving in a way that seriously disrupts a lesson or sporting event.***

Restrictive Interventions are designed to prevent movement or mobility or to disengage from harmful physical contact and affects personal freedom and choice.

Physical Restraint is only to be used as a **LAST RESORT** where every other option to maintain safety has been attempted.

The scale and nature of any physical intervention must be proportionate to the nature of the behaviour and the harm that it may cause. Physical intervention may be:

Planned – in which staff deploy, where necessary, pre-arranged strategies and methods which are based upon a risk assessment and recorded.

Emergency or unplanned use of force – that occurs in response to unforeseen events. In such circumstances members of staff retain their duty of care to the young person and any response must be proportionate.

In school there may be instances when it is appropriate to issue a

"Reasonable disciplinary penalty in response to poor behaviour."

Any disciplinary penalties must be:

- Meaningful to the pupil
- Be person centred
- Appropriate to age
- Where appropriate show consultation with the pupil
- Noted within the reactive part of the PBSP
- Used in conjunction with development of thinking skills linked to transition to adulthood

Such penalties could include:

- Informing parents of incidents of behaviour
- Removal of activity
- Referral to the Head Teacher or other members of the Senior Leadership Team
- Detention
- Exclusion (only to be used in a last resort. Working in conjunction with the exclusions policy)

In addition pupils can be searched without their consent, by authorised staff using such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Force cannot be used to search for items banned under the school rules.

Staff will be aware of behaviours relating to others (including peer on peer – ref bullying policy) where the autism lens may be unclear. There will be person specific approaches to **all** behaviours and non-negotiables will be explored, where appropriate, to support understanding where behaviours are not socially acceptable and the person is cognitively able to engage, reflect and learn to self-manage. This may include (list is not exhaustive):

- Any form of bullying
- Coercion
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes

- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

It is noted that when a person reaches a crisis point in behaviour the cognitive load is often diminished and some extreme behaviours may be displayed which may not be within the person's control. This will inform part of person specific planning and support to ensure a reduction of behaviours of concern.

2.6a Categorisations of PROACT-SCIPr-UK® Physical Interventions:

Proactive Working Practices – These are designed to promote good practice at all times and relate to the stability and mobility of staff placing importance on open and non-threatening body positioning. Names of interventions included within this are Stance (not a physical intervention), Protective Stance Stage 1 (not a physical intervention) and Touch Support and Guidance (supervisory if not resisted by the person / restrictive and restraining if person resists).

Keeping Safe Interventions – These are centred on protecting and deflecting and include interventions such as Protective Stance Stage 2, Front Arm Catch and One Arm Release (including variation). Touch support and guidance from each side, 2 person arm support.

Person Specific – These include moving based physical restraints such as One and Two Person Escort, stabilisations and releases from hair pulls etc. Specific interventions within this category such as One or Two Person Escort will require post review monitoring for positional asphyxia (see post review section 2.8d of this policy).

Use of these interventions will be appropriately and proportionally noted within an individual's Positive Intervention Support Plan with use always centred on a last resort approach.

2.6b Non acceptable use of physical intervention/restraint:

This is not an exhaustive list:

- Corporal punishment. It is illegal to use corporal punishment.
- Being held face down.
- Those that threaten or actually cause pain.
- Those that apply pressure to joints.
- Those that apply pressure to the neck, chest or abdomen or restrict breathing.
- Kicking, slapping or punching.
- Tripping up or holding by the hair or ear.

Other measures of control or punishment that must not be used are:

- Withholding of medication, medical or dental treatment.
- Deprivation of sleep.
- Deprivation of food or drink.
- Intimate physical searches. A search of a person's clothing may be necessary occasionally for example to remove an object that may be used as a weapon.

2.7 Reporting and Recording

Positive Behaviour Support Planning must include skilled assessment of potential contributory factors which may precede, sustain or subsequently follow the behaviour of concern. This area of assessment can at times be referred to as 'Functional Assessment'. Whilst 'Functional Assessment' is a process in its own right the daily reporting and recording underpin the starting point of any evidence based approach.

Within school the following documentation is in place to support behaviour and a whole approach to each individual pupil:

- About me
- At a Glance
- Positive Intervention Support Plan (PBSP)
- Risk Assessment (RA)
- Behaviour of Concern Risk Assessment (BoC RA)

These documents highlight proactive practice and what is important for the young person in all areas of their life alongside detailing specific proactive and active support. Risk Assessments also support positive risk taking to enable pupils to develop and learn and the Positive Behaviour Support Plan, as a working document, includes accurate, current and above all proportionate supporting approaches.

In school a summary of incident data is monitored half termly and impact and changes noted linking to the school progress trackers. Teachers review and update working documents half termly or when necessary, discussion at SLT/ multi-disciplinary support team.

2.8a Reactive Approaches Prevented

The Reactive Approaches Prevented (RAP) report format has been designed to capture information about situations where staff have successfully utilised primary and secondary approaches noted within an individual's Positive Behaviour Support document (PBSP) to avoid the need for use of a reactive or restrictive approach. This demonstrates success in use of agreed approaches.

Information will also be captured within a Reactive Approaches Prevented (RAP) record when staff have utilised an approach not detailed in the primary and secondary approaches within the Positive Behaviour Support Plan, and the approach utilised has avoided the need for use of a reactive approach. This facilitates further reflection and learning about what works well for the young person supported.

2.8b Incident Reporting and Recording

The incident report format has been designed to capture information during 'incidents'. An 'incident' can be defined or put simply as any of the following:

- An unplanned event which involve any 'behaviours' which cause problems to the person and or others around them. 'Behaviour' must be interpreted as a physical, sexual, psychological/emotional and social action.
- The occurrence of a situation (an incident) which may place the person and or others around them at risk, which may result in:
 - Physical injury to the person or others
 - Damage to property
 - Reduced/restricted access to settings both in the school and or community based due to the behaviour presented

2.8c Non-negotiable when reporting and recording incidents

- Incident reports must be completed as soon as possible and preferably by the end of each school day. In instances whereby the individual is unable to complete the incident report, a record of the incident must be captured immediately following the incident on their behalf. This can be a digital reference of name and time recorded on CPOMS
- Incident reports are recorded electronically on CPOMS mirroring the Autism Initiatives incident report format.
- Access to CPOMS must be available to all staff
- Incident reports are completed in full with all sections given attention. Leaving blanks gives the impression that section has been missed off. If a section is considered not applicable, then staff to record NA.
- Incident reports must not include the names of any other young people or staff within the factual written description. Staff will record using initials.
- Correct titles of physical interventions should be noted.
- In any instance where an injury is sustained as a result of an incident, an injury report form must be completed on the Vatrix. This will automatically be forwarded to the Health & Safety Manager at Head Office.
- The current requirements of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) may apply if staff or supported individuals are injured whilst using interventions in the use of physical force e.g. an injury to a person requiring hospital treatment. The Health and Safety Executive should be informed if any such incidences are 'reportable'.

Reporting to Parents and other agencies

- Reporting low level incidents to parents will be conducted at a personal level and in agreement with individual parents via the class teacher or team.
- All high-level incidents will be reported to parents
- If a pupil is injured as part of their own or another pupil's incident parents will be informed by the class teacher. Other minor injuries/ accidents will be shared with parents as relevant (see appendix 3)
- Support for the pupil following an incident is also given as part of the whole school approach to behaviour, where those who are cognitively able to engage, to enable them

to reflect and consider alternative choices and actively develop their own thinking and processing of the incident.

- Incident reports and data will also be available for outside agencies at request or more regularly if an agreement is set up to support a shared understanding of the young person and their presentation

2.8d Post incident review and monitoring

Peterhouse School endorses a culture of learning and reflection. With regards to post incident review the incident report format has been designed so that staff are supported to consider what went well and what could be made better for the young person and staff in that situation should it reoccur.

The Positive Intervention Support Plan has been designed and guidance produced to inform staff of the approaches to be used at the concluding stage of an incident alongside the skill being taught. The detail of these approaches will illustrate the considerate and adapted approach required by the supported individual. This process of 'debrief' will reflect the personalised needs of individuals and a record maintained within the related incident report.

Where incidents occur and restrictive practice used as a last resort pupils will be given the opportunity to reflect. This will be at an appropriate time and where possible within a 24 hour time scale using debrief documentation appropriate to the pupil's level of expressive and receptive communication by a person who was not involved in the intervention

As noted in statutory guidance when an incident has required staff to employ a 'restrictive practice' as part of the reactive approaches, opportunity as soon as possibly safe to do so must be provided to staff whereby reflection and discussion of the incident can occur. A summary of the post incident review is recorded and stored electronically as part of reflection. Debriefs include classes reflecting on incidents through team meetings, reflective practice and post incident debrief within their class teams. Where an incident has occurred where there is use of an 'unplanned' intervention this should be recorded within a Post Incident Review meeting. Where opportunity to have a 'post incident review' has been offered and refused this too must be recorded and a signed record of this refusal stored within the individuals personal file.

Where there has been the use of physical restraint staff will call upon medical assistance as required. A qualified first aider will be available on site to assess the need for medical intervention and will ensure that if necessary then the pupil will have the opportunity to be examined by a registered nurse or medical practitioner. Monitoring sheets will be used to observe for the symptoms of positional asphyxia *for up to 48 hours after the incident of restraint.*

2.8e Monitoring of incidents of behaviours of concern

At Peterhouse School all incidents are monitored by Head of Pastoral and Behaviour and the behaviour support team Any increase in incidents is discussed at the weekly multi-disciplinary support team meeting and further support signposted. All incidents are recorded onto CPOMS data base. This data is disseminated to classes through the progress trackers for discussion every half term and used to revise or develop Positive Behaviour Support Plans. Progress trackers are monitored through Multi- Disciplinary

Practice Support Team and where necessary actions are put in place and teachers are responsible for updating the Positive Behaviour Support Plans half termly in response to data and recording and reporting.

Behaviour data also informs the pupil's half termly progress tracker to ensure that emerging patterns can be monitored and responded to through teaching of skills and strategies, prime needs and address and report on any issues in real time. Incident data and a report re behaviour is included in each young person's Annual Review.

2.8e Monitoring data - Monthly Practice Return (MPR)

Within the school setting behaviour data is recorded on the progress tracker in alignment with educational progress. Pupils with increased severity or incident presentation are identified and monitored in real time with teachers updating documentation and reviewing practices used. Input linked to behaviour is included on the pupil progress tracker where relevant. Significant planned restrictive practices i.e. person specific interventions are monitored and where necessary restrictive reduction plans are in place.

An overview of whole school data is shared half termly with teachers and senior leaders.

It is important to Audit any use of restrictive practice and unplanned intervention. Through recording and reporting this is monitored however staff should inform senior leaders if they have had to use an unplanned and/ or restrictive practice that is not detailed in a person's support plan. Debrief meeting and follow up support monitor the use of restrictive interventions and it is reported in the annual behaviour report.

School provide information to Autism Initiatives Head Office regarding behaviour data half termly. This includes whole school information around behavioural incidents and RAPs, specific young people who may be experiencing escalations of behaviour as well as audit based interventions used across the school.

This is reported through The Educational Overview: Peterhouse School Half-Termly Practice Report. To Group Co-Ordinator of PBS who has a direct link with School in order to maintain an overview and support.

2.8f Risk Assessment

When the need to use a restrictive intervention is deemed proportionate and necessary, it is important that appropriate steps are taken to minimise the risk to both staff and the young people we support. A BOC risk assessment should be carried out by the relevant staff (teacher or PBS lead) which identifies the benefits and risks associated with different intervention approaches and ways of supporting the young person concerned. The agreed approach to be used by staff are then incorporated into a Positive Behaviour Support Plan.

Where physical intervention is noted within the reactive approach of a Positive Behaviour Support Plan, depending on the physical intervention in use, it may be appropriate for a Physical Intervention Risk Assessment (PIRA) to be completed and process for monitoring positional asphyxia established.

Risk Assessment takes into account:

- *The likelihood that the harm will be caused by an individual.*
- *The potential degree of harm that may be caused to the young person or property.*

It is essential that when assessing the risk linked to restrictive intervention then the following factors are taken into account:

- *The age and understanding of the young person*
- *The size of the young person*
- *The relevance of any disability, health problem or medication to the behaviour in question and the action which might be taken as a result.*
- *The relative risks of not intervening.*
- *The young person's previously sought views on strategies that they considered might de-escalate and calm a situation.*
- *The appropriate method of intervention appropriate to specific circumstances.*
- *The impact of any restrictive intervention on future relationships.*

2.8g Positive Behaviour Support Plans (PBSP)

The above reporting tools are used to develop Positive Behaviour Support Plans to establish and evidence that additional support is needed regarding 'behaviour of concern'. There are many benefits to Positive Behaviour Support Plans which are noted within the 'Positive Behaviour and Support Plan – Guidance and Purpose' some of which include:

- It focuses staff support on how the young person needs to be supported to prevent the behaviour from occurring in the first instance.
- Should the behaviour occur, the PBSP will ensure that the young person is supported using the least restrictive approach both during and following the 'incident'.
- It enables staff to be clear about the aims of their support and what personalised approaches they are to use. This is important as good, consistent support starts with staff knowing what they are doing and how they are expected to do it.
- The evaluation of these plans can demonstrate the outcome and impact of our support.

New Admissions and Transitions

Prior to a young person starting at Peterhouse a draft positive behaviour support assessment as a working document will be carried out to inform personalised approaches

- Risk assessment
- Positive Behaviour Support Plan (where required)
- About Me

See Appendix 4

2.8h Working in Partnership

We aim to establish good working relationships with all stakeholders in the best interests of the student. The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues. We

recognise that there may be differences in presentation of behaviour between home and school and will communicate openly and honestly with families at all times.

Where possible, students will be included in addressing behavioural concerns and will have the opportunity to be supported to uncover thinking and develop ownership around their own behaviour in order to support them to self-manage in order to have a good quality of life and to become successful adults with Autism.

3 APPENDICES

This policy and all documentation referred to can be found in Planning and Policies – Behaviour – on the server.

Appendix 1: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination, and show respect to other pupils, staff and visitors.
- Staff and volunteers set an excellent example to pupils at all times.
- Agreed responses to behaviour are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by all staff. It is understood by pupils to the level of their ability.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- School and families work in partnership.

This written statement of behaviour principles is reviewed and approved by the Governance Committee annually

Appendix 2: Prime Time Rationale

Peterhouse Prime Time is a half hour session at the end of the day (where appropriate) where students can engage in a range of fun and motivating activities as part of an enrichment education programme. This time/ activities will be planned by teachers and will focus on providing opportunities for choice and to develop key life skills associated with becoming a successful adult with autism for example communication skills, interacting with others, self-occupacy, independent learning/study/play, experience of new activities etc.

It is also a time for staff to work with students (where appropriate) who have had specific problems during the day to reflect on what happened and to develop the skills and strategies to deal with them more appropriately.

The aim is for all students to follow whole school expectations throughout the day;

- Achieve your goal in every lesson
- No hurting people or breaking things
- No swearing or using words that upset other people

As a visual marker throughout the day the students will collect points for achieving these expectations (where appropriate). If these expectations are not met then students will spend time in a 1-1 session with a dedicated member of staff – this may take the format of a personal tutorial. This may also be done in a more immediate setting and students may require the opportunity to reflect in the here and now and may require a change of timetable.

We recognise that it would be usually be appropriate for 'rules' to be written in a positive way rather than hi-lighting the negatives. This may be different depending on the class cohort or individuals understanding. In this instance, however, we made the decision to explicitly state the behaviour so that it was clear and unambiguous to our students with autism. When allocating the points however staff will ensure they praise the positives.

Peterhouse Prime Time benefits the students by

- Providing motivation to follow whole school expectations
- Setting clear expectations
- Giving a structure to supporting behaviour and addresses 'false reality'
- Allowing opportunity to address issues of the day
- Providing and intrinsic consequence (again addressing false reality)
- Providing an opportunity to develop social skills, try and develop new interests
- Addresses Spiritual, Moral, Social and Cultural (SMSC) development and fundamental British Values by focusing on understanding the impact they can have on others both negatively and positively.

Peterhouse Prime Time is **NOT**

- To be used with students who have no understanding of the concept
- To be used as a replacement for the student's PBSP – especially the proactive approaches
- To be used negatively – points can only be collected not taken away

- To be used as a consequence as opposed to an intrinsic consequence i.e. students who do not collect enough points purely miss out on prime time rather than having the 1-1 time to address the issues of the day.

Appendix 3: Injury Process

An accident is an unplanned, uncontrolled event, which causes, or could cause injury, damage or loss. In most cases accidents can be avoided and it is our intention to prevent as many as possible.

We aim to reduce the risk of accidents by:

- Making risk assessments for as many foreseeable risks as possible. By doing risk assessments we can identify hazards and look at how we can eliminate or reduce the risk.
- The premises are regularly checked and used properly.
- Staff and to some extent the children, are aware of hazards? i.e. putting toys away tidily etc.
- Staff and children are encouraged to care about their environment and their colleagues.
- Staffs identify and report hazards and risks and encourage children to do the same.
- A health and safety officer is appointed to oversee all health and safety issues.

Risk of Injury through behaviour of others

Pupils at our school do display behaviour of concern which can impact on others. Staff are mindful of presentation and safety of others is always a priority. There can be, at times, a risk of behaviour presentation towards others and this will be recorded within a personalised PBSP. Staff will be mindful of behaviour presentation towards others and proactively/ actively support pupils in community areas.

All accidents and incidents will be recorded on the appropriate forms and reported to the parents/carers on the day. This will usually be via home school diary/ telephone conversation/dojo and 'minor injury form' or if it is a serious injury or one that needs medical assistance the parent will be informed immediately.

There is always a first aider on site at all times, who will deal with minor injuries.

At times pupils can be at risk due to unprecedented behaviour/ incident. In these instances an incident form will be completed and then relevant paperwork put in place to support the young person and their behaviours of concern.

There might be times when an unwitnessed incident occurs for example in a playground, pupils working independently etc. Staff will always try to plan for all eventualities but at these times staff will then follow injury/ incident process and paperwork will be updated accordingly.

Any injury/ possibly injury will be followed up with contact to the parent/carer from the class teacher.

In this instance if an injury is significant a parent will be informed immediately and medical advice sought.

Reporting and Recording: Illness/Injury/ Accident

Marks on a child

- Staff who sees the mark should:
 - **ask the child** about it
 - if the account seems reasonable **record on CPOMS - (medical - marks on child - body map)**
 - **inform class teacher)**
- OR
- **if it is a worrying mark** *(due to what the child says, the location, size, imprint)*
- **immediately ALERT** – D/DSL or Calvin and discuss next steps
- **DSL will follow up**, agree recording with you and take action as required

Illness at school

- Seek First Aid, record 1st Aid actions and decisions
- Decision to monitor or go home is made by SLT
- **If the child is stays at school**, -teacher to monitor, teacher to inform parent at the end of day and record this on CPOMS (medical)
- If child deteriorates seek 1st aid advice , HWC /1st Aider to liaise with SLT to then contact parents
- If at any time unsure, parent to be contacted by HWC/SLT to obtain their wish.
- **If child is to go home -**
 - parents are asked to collect the child or make arrangements for them to be collected (by relative /transport)
 - *only in exceptional circumstances will school take home*
- **RECORDING**
 - class teacher to record absence on register
 - HWC /SLT to ring parents (log call on CPOMS)
 - If unusual / significant illness: Teacher VATIX

Bump to the Head

- Seek First Aid, record 1st Aid actions and decisions
- **ALL BUMPS** to be reported to parent/next of kin 1st with description of what happened by First Aider/class staff
- **1. child appears ok** parent to decide - parent to collect or school monitor ?
- If parent requests school monitor we do this for 1 hour then 1st Aider report back to parent
- **First Aider to send Bump to Head letter home**
- OR
- **2. if medical check advised by 1st Aider** parent/kin to come to school to be taken to hospital
- OR
- **3 ambulance** called parent/kin to come to school to accompany
- *Parents are expected to come to collect child from school if hospital required*
- *only in exceptional circumstances will staff accompany children to hospital / medical details to be taken*
- **RECORDING**
 - TEACHER- VATIX
 - FIRST AIDER -School Accident Report Book completed- top copy home)

Injury

- Seek First Aid, record 1st Aid actions and decisions
- 1st Aider /class staff inform parent/next of kin if significant or child distressed
- **1. if child appears ok**
- teacher to let parent know of the injury and how child has been at the end of the day
- OR
- **2. if medical check advised** parent/kin to come to school to be taken to hospital
- OR
- **3 ambulance** called parent/kin to come to school to accompany
- *Parents are expected to come to collect child from school if hospital required*
- *only in exceptional circumstances will staff accompany children to hospital / medical details to be taken*
- **RECORDING**
 - TEACHER VATIX
 - FIRST AIDER School Accident Report Book completed- top copy home
- If significant incident (behaviour or other) has occurred staff to seek PIR /inform SLT

Accident

(no visual sign of injury)

- Record any 1st Aid decisions
- Class staff to inform parent/next of kin if significant or child distressed
- **RECORDING**
 - TEACHER -VATIX
- If significant incident (behaviour or other)class staff to seek PIR inform SLT
- **PLEASE NOTE : CHILDREN IN CLASS EMILY & CLASS SHARON SHOULD BE SEEN BY A PAEDIATRIC FIRST AIDER IF AVAILABLE**

Appendix 4: PBS Process for New Admissions / Transition



