Fromefield Manor School

Positive Behaviour Support Local Procedure

November 2025

Local Procedure Title	Positive Behaviour Support
Site	**Fromefield Manor School**
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Local Procedure Author(s)	Head Teacher (Gemma Drury)
Local Procedure Ratification	Checked and Approved by: Regional Director (Rebecca McArthur)

Rationale
Fromefield Manor School has high expectations of the behaviour of all pupils. We expect all pupils to behave in a way that is safe, calm and allows them and others to feel able to thrive.

Our aims
• To enable pupils to learn how to behave appropriately so that negative behaviour is not a barrier to them leading fulfilling and rewarding lives, now and in the future. • To enable pupils to behave appropriately so that they can successfully access their individual curriculum, make progress and meet their potential. • For all pupils' behaviour to contribute towards our calm, nurturing learning environment where everyone feels valued, safe, happy and able to learn.

Legislation and statutory requirements
This policy is based on advice from the Department for Education (DfE) on: - Behaviour and discipline in schools   - Searching, screening and confiscation in schools   - Equality Act 2012   - Use of reasonable force in schools   - Supporting pupils at school with medical conditions   **It is also based on the SEND code of practice.** In addition, this policy is based on: - Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.   - Section 88 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy, and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

Guidance
• All our pupils have individual needs and display different types of behaviour for different reasons. As a result, our response is tailored to the individual. • We take a great deal of care, through careful assessment and planning, to understand the underlying causes of different behaviours. By ensuring our curriculum meets need and is fit for purpose, we aim to enable and support our pupils in managing their emotions and reducing anxiety. • Although we create a positive behaviour plan for each pupil, in most cases, the correct approach for managing behaviour that challenges is through our whole child curriculum that enables each pupil to understand themselves and develop their self-regulation skills. • Individual Behaviour Plans should be shared and understood by all staff for all pupils. They should also be shared and agreed with the pupil, their parents/ carers and other agencies that are involved, as and when appropriate. • Individual Behaviour Plans should be considered alongside other documents that are kept about the pupil (e.g. curriculum plans and risk assessments).

• As of September 2024, new staff will attend training in Team Teach™ physical intervention strategies but understand that use of these is a last resort and is only for specific circumstances. The restrictive physical interventions (RPI) are recorded on Engage recording documentation online.
Recording and Tracking Behaviour
The school seeks to record and track behaviour to help us understand patterns to inform our proactive behaviour strategies. These patterns are discussed at two weekly Pastoral meetings with the SLT, pastoral lead and pastoral staff. See also • Anti-Bullying Procedure

Appendix One

How we promote positive behaviour

Like so many elements of our practice, the school has a tailored approach to supporting our pupils in the management of their behaviour. The behaviour management of each pupil is likely to vary significantly depending on their individual needs. Details of individual behaviour management techniques and plans, alongside triggers/de-escalation techniques are discussed in team and multi-agency meetings and recorded in the pupil's 'This is Me' documents. Despite this flexible, tailored approach, there are some common themes that underpin our practice, which will be outlined within this policy.

Understanding and Empathy

We believe that in order to support our young people in behaving appropriately, we need to 'see the world through their eyes.' This involves getting to know our pupils well, listening to their views and valuing their input. It may also include considering their:

- diagnosis and impact of this on day to day lives
- experiences in previous settings o health issues e.g. medication, eyesight impairments, physical disabilities, sleep patterns, appropriate diet and water intake etc
- levels of anxiety and triggers for periods of high anxiety o emotional literacy, social and communication skills
- self-esteem and confidence o previous levels of attainment and success in school
- life at home and relationships and routines with families and/or carers
- quality of friendships or other relationships inside/outside of school

We spend a considerable amount of time building up the knowledge and understanding of our pupils and their needs. This involves a significant emphasis upon having strong relationships with other agencies that may be involved and most importantly, the families/carers and the pupil themselves. An in-depth understanding of our pupils' changing needs and desires on any given day can impact on their ability to behave. We pride ourselves on being able to observe subtle changes in mood and adapt our support accordingly. We take care to gain an understanding of the root causes that can lie behind negative behaviour. These can often be different and far removed from what is initially seen. Maslow's Hierarchy of Needs and TeamTeach's 'Conflict Spiral' and are often used as useful visual tools when considering needs and behaviour.

Relationships

Our practice is based upon aiming to develop outstanding relationships with our pupils and this is a consistent focus that is embedded throughout our support. We know that many of our pupils are likely to have experienced a number of negative responses in previous school placements and acknowledge that a major challenge for us is to rebuild trust and to develop a positive rapport. Class groups at Fromefield Manor School are very small with a high ratio of staff to pupils (often one-to-one) which enables strong and trusting relationships to be built quickly. These relationships are key to reducing the anxiety of the pupils and creating an individualised curriculum. These two factors successfully help to reduce incidents of behaviour. Once relationships are established, managing the early signs of challenging behaviour becomes far easier and simple techniques such as using humour, distraction or even a subtle look can become very effective. As well as relationships between staff and pupil, enabling peer relationships to form is a key part of our work. Where these exist, behaviour is often positive, alongside improving confidence and self-esteem.

Nurture

We aim to create a nurturing environment, where pupils feel valued, listened to and cared for. We aim for them to feel relaxed, safe and able to be themselves. We take great care in how we greet and communicate with pupils and aim to respond appropriately to need, both in a planned and spontaneous context. We have an ethos whereby we hold the young person in 'unconditional high regard' and consider each session to be a fresh start. We understand that behaviour does not define an individual and that all behaviour is communication, and we spend a great deal of time and thought in trying to understand this.

Role Modelling

All members of staff have a responsibility to act as effective role models for our pupils. We recognise the effect this can have on their learning and take it very seriously. We welcome the diversity within our staff team in this respect. We aim for our pupils to experience a wide range of personality types and approaches so that they have the opportunity to maximise their social development opportunities. Working with our team in environments other than the classroom also helps them see positive role modelling in different contexts. High expectations We have high expectations of ourselves and our pupils at all times and work hard to make sure our targets are 'challenging but achievable.' We know that our pupils can experience a range of challenges that mean they find managing their behaviour difficult, but we strongly believe that every pupil is able to learn strategies to improve the management of their behaviour, where the right support, environment and opportunities are in place.

Communication

Good communication is vital to encouraging positive behaviour. We aim to be excellent listeners and observers to our pupil's communication, whether verbal and pre-verbal. By the nature of their diagnosis, many of our pupils will find communication a significant obstacle to success, learning and appropriate behaviour. We have an ongoing focus on developing the communication skills of our pupils. We often use visual cues, specialist assessment and communication packages and specific targeting to bring about improvement in this area. We aim to support our pupils in recognising, labelling and communicating their own emotions in calm, appropriate ways, but also understand that all behaviour is communication and has a function. It holds a valuable insight into the needs of our pupils.

Success and achievement

We work hard to create a culture of success for the pupils at the school. We take care to ensure that this success is genuine and legitimate by carefully setting targets and tasks that are 'just hard enough.' Success that comes too easily, without challenge, could be seen as patronising, and will be less effective in bringing about positive change. Often, the most reward comes when pupils have had to overcome barriers caused by initial failure. We understand that a major trigger of challenging behaviour is failure and/or fear of failure. This is often linked to low self-esteem and a lack of confidence. This can come from previous school placements where pupils have had negative experiences, often for considerable periods of time, or in some cases for their entire educational careers.

Valuing each individual

Our pupils behave well and achieve when they are involved in the planning and evaluation of their own tailored packages. Our pupils can have a strong view on the direction and focus they would like in their education and can feel highly valued and motivated when they are

allowed to put these ideas into reality. We understand that for some of our pupils, they may find contributing to such planning difficult and so we make allowances accordingly.

A team approach

As a whole staff team, we place a significant emphasis on supporting each other in our work with the pupils. This includes the management of their behaviour. The strategies we use are designed so that they can be used by all members of staff. We aim to be consistent in our approach throughout the school and within each year group or class. We actively try to move away from a hierarchical system of behavioural management. This is so the pupils learn to respond positively to all adults, not just their key worker or favoured member of staff. The whole team engage effectively with training and professional development opportunities in the area of behaviour management. This includes in-depth professional discussions within the team, wider training from members of the SLT and therapy team, and training from external providers. Fromefield Manor School use Team Teach and staff have completed the full training, delivered by service central trainers.

Staff will be receiving refresher training in line with the training programme.

Appendix Two

Behaviour that challenges

Definition of behaviour that challenges

We see behaviour that challenges as any kind of behaviour that impedes the pupil's learning and safety, and/or the learning and safety of those pupils around them. This would include non-compliance, extreme withdrawal and/or introverted behaviour, as well as the more recognised form of verbal or physical aggression.

Resolution and Consequence

There will be occasions where consequences will need to be considered following an incident of negative behaviour. However, the team will often conclude that due to the high occurrence of SEN related poor behaviour (i.e. misreading social cues due to autism), ensuring a pupil has learned from the experience is a more appropriate long-term outcome.

When considering whether a further consequence is appropriate, the following should be considered:

- Was the incident a pre-planned, thought-out piece of behaviour or was it rooted in an instinctive, flight or fight response?
- Was the incident linked to a pupil's special needs or circumstances? i.e., an issue linked to a prominent sensory need around smell, sound, touch?
- Had the school done all it could to prevent and support prior to the incident? Was there sufficient processing/take up time?
- Will the consequence be seen as relevant and aid learning/resolution for the pupil?
- Is the consequence achievable (our ethos still applies to consequences – we do not want to set our pupils up to fail)?
- Decisions about consequences are best made as a team, or as a minimum by more than one staff member.
- Careful thought should be given to communication with parents/carers.
- A timetable plans a week of activities that a pupil needs to succeed. We would not normally stop a session as a 'consequence.' For example, we do not normally stop cooking if maths is not complete or stop a 'trip day' for poor behaviour in science.
- The aim is always to resolve any issues as soon as possible so that the pupil can move on and continue learning and achieving with us.

Allowable Consequences (Sanctions)

Fromefield Manor School will wherever possible use natural consequences over formal sanctions, which should follow the incident in question as soon as is possible. This is so there is a logical and close link between an incident which requires a consequence, and the issuing of the consequence. In all cases, the emphasis will be upon the child or young person learning about the impact of their actions and therefore reducing the risk of them repeating the behaviour. This is often most effective when they are engaged in choosing their own consequence.

Allowable consequences include:

- Prompting time to think / reflection.
- Prompting debriefs and reflection
- Prompting apologies (written if more appropriate)
- Delaying access to favoured activities

- Community reparation (e.g. helping to lay tables in dining room)
- Withdrawal of 'tick' on individual reward chart
- Meetings/contact with parents/carers
- Meeting with pastoral lead or member of SLT
- Fixed term exclusion
- Permanent exclusion

Appendix Three

Positive Handling – the safe use of physical intervention

At Fromefield Manor School, our practice is such that the use of any form of physical handing is rare, and the use of restrictive physical interventions are only used as a last resort following dynamic risk assessment.

Children and young people are supported and enabled to develop socially acceptable behaviour through consistent guidance from adults.

There may be however, instances where a member of staff may come into contact with a young person, for instance guiding them to a place or preventing them doing significant harm to others. These instances are classed as physical intervention.

Across the school, physical intervention may be used when a young person or other individual is at risk of harm, or when there is a risk of significant risk to property.

In our educational setting only, physical intervention may be used as a last resort when behaviour is prejudicing the maintenance of good order and discipline at the school or among any young people, whether during a teaching session or otherwise.

'Staff' to which this educational provision applies are only those who have been trained in TeamTeach.

(a) any teacher who works at the school
(b) support staff such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors
(c) people to whom the Head Teacher has given temporary authorisation to have control or charge of children or young persons (e.g. catering or premises staff), and unpaid volunteers (e.g. parents accompanying young people on school-organised visits)
(d) any other person whom the head has authorised to have control or charge of young people.

It is unlawful to use force as a punishment (which would fall under the definition of corporal punishment, abolished by the Education and Inspections Act 1996). There is a need in exercising the power to use force to take into account any particular special educational need or disability that a young person might have, under general obligations for schools set out in the Disability Discrimination Act 1995.

Approaches to De-Escalation and Physical Intervention / Positive Handling

Prompt, effective and insightful de-escalation of any incident or potential incident is always seen as preferable to the use of Restrictive Physical Intervention (RPI)

Only approved and agreed techniques of RPI will be used. The school's current preferred approach is 'TeamTeach', which has an emphasis on successful proactive strategies and effective active strategies to reduce the need for RPI.

Where required, an individual preferred approach for each child is agreed and documented as a Personal Handling Plan. This is created where possible, in collaboration with the child and their parents (carers) and is regularly reviewed.

The use of RPI is always subject to dynamic risk assessment, with due respect for the dignity of the child involved.

The use of pain to manage a RPI situation is **never** acceptable.

Managing Risk

Effective risk assessment is essential to the safe use of RPI. Where there is a significant risk that a young person may need support via RPI (the vast majority of children and young people at Fromefield Manor School do not), they will have an individual risk assessment relating to the safe use of RPI, including where relevant the specific advice of any medical practitioner responsible for the young person. The regular review and monitoring of information relating to the use of RPI is used to inform effective risk management.

Training and Induction

All prospective employees will be made aware at interview of the potential use of RPI prior to any offer of employment being made. New staff who have not yet completed training will only work in situations deemed suitable following risk assessment. Only staff that have successfully completed RPI training will use RPI techniques. All staff will attend regular and ongoing training in relation to de-escalation and distraction techniques.

The school have a Pastoral lead (Nicola Horrell) who ensures that staff training in relation to de-escalation and RPI remains up to date and is clearly and accurately recorded.

Reporting, Recording and Reviewing

All incidents of the use of RPI are recorded on the Incident Reporting system in accordance OP04 Incident Management, Reporting and Investigation and in accordance with any relevant regulatory requirements.

Following any incident involving the use of RPI the young person and staff involved should be given the opportunity to participate in a reflection and repair, or debrief meeting, which should be recorded as part of the reporting process.

Records include information relating to the effectiveness of approaches used and include information relating to any injuries sustained by staff or children in relation to the use of RPI.

Providing Information

Providing information to parents (carers), children or young persons, and placing authorities in relation to the use of RPI is essential. Information will also be made available to the LSCB by the site. Parents (carers), children or young persons will be invited (where appropriate) to participate in the process of creating and reviewing the young person's positive handling plan.

Monitoring

At Fromefield Manor School, the Head teacher will be responsible for reviewing and monitoring the use of RPI. This responsibility may be delegated by the Head teacher to a nominated staff member with suitable training.

At organisational level, data is collated and monitored by the Safety, Quality and Compliance Team, who are independent of the management of the site, in relation to the use of RPI. Concerns within data patterns and trends are notified to the Operations Team.

Appendix Four

The use of Fixed Term Exclusion

Aspris Children's Services recognise that the use of exclusion is a last resort. It is only ever considered when all other paths are ineffective. It is only ever used for severe cases of violent, persistently disruptive behaviour or an accumulation of poor behaviour. Fixed term exclusions are used for periods of between one and fifteen days.

From and including the sixth day of a fixed term exclusion, the individual school attended by the pupil is responsible for arranging full time education for the excluded pupil.

Under normal circumstances, the Head Teacher is the only member of staff who can sanction the use of exclusion. If the Head Teacher cannot be contacted, the Deputy and/or Head of Care are authorised to make the decision, consulting with the schools' Regional Director where possible.

In all Aspris schools' extensive steps to resolve problems are taken prior to any consideration of the use of exclusion. These include alternative sanctions such as on-site internal exclusion, segregation from other pupils, direct therapy and pastoral support.

Wherever possible, school staff, working with local authority officers, other professionals and parents, try to be creative in resolving issues and thus avoid the need for exclusion. These arrangements may include all parties agreeing to a managed move to another school.

Reasons for the use of exclusion - The following are possible reasons why a pupil may be given a fixed term exclusion:

(a) physical assault against another pupil or an adult
(b) verbal abuse / threatening behaviour against a pupil or adult, including carrying an offensive weapon
(c) racist abuse
(d) sexual misconduct, including abuse or assault
(e) drug and alcohol related incidents
(f) serious damage
(g) theft
(h) persistent disruptive behaviour.

Alternatives to exclusion - in all schools a wide range of alternatives to exclusion are used to support positive behaviour and the specific procedures of each school. These include:

(a) Restorative justice which enables the offender to redress the harm that has been done to a 'victim' and enables all parties with a stake in the outcome to participate fully in the process.

(b) Mediation through a third party, usually a member of staff, therapist or SLT member, is another approach that may lead to a satisfactory outcome, particularly where there has been conflict between two parties

(c) Internal exclusion, which can be used to defuse situations that occur in school that require a pupil to be removed from class but may not require removal from the school premises. A designated area within each school is used, with appropriate support and supervision. Internal exclusion is only used for a short time and is always subject to review. (Refer to OP10 Deprivation of Liberty Policy and Guidelines).

(d) Managed move to another school to enable the pupil to have a fresh start in a new school. This is only carried out with the full knowledge and cooperation of all the parties involved, and through the educational review process.

Aspris Children's Services acknowledge that formal exclusion is the only legal method of removing a pupil from school. All Aspris schools know that informal or unofficial exclusions are illegal regardless of whether they are done with or without the agreement of parents or carers.

At FMS we believe that the use of fixed term exclusion (or suspension from school) is something that we would actively look to avoid. This rationale is based on the following key principles:

- 1. Understanding the Root Causes of Behaviour

Pupils with autism and complex needs may struggle with behaviour due to communication challenges, sensory sensitivities, anxiety, or difficulty navigating social situations. Rather than viewing these behaviours as disruptive, it's important to understand that they may be a form of communication or a response to overwhelming situations. Suspending a pupil can exacerbate the issue, create more anxiety and reinforcing feelings of isolation and misunderstanding.

- 2. Positive Behavioural Support and Intervention

Instead of suspension, schools can implement a behaviour support plan that tailors interventions to the pupil's unique needs. This can include strategies such as:

- Visual supports for communication

- Sensory breaks to manage overwhelm

- Social skills training

- Modifications to the environment to reduce triggers

These strategies can help the pupil learn how to manage their behaviour in a safe, structured way, and prevent further disruptive incidents.

- 3. Educational Continuity

Suspending a pupil with autism and complex needs risks interrupting their education, which can have long-term detrimental effects on their academic progress, social skills, and emotional well-being. Consistent access to education, support, and structured routines is vital to their development. Suspension may result in regression or the loss of critical skills they are working to develop.

- 4. Legal and Ethical Considerations

Schools have a legal and ethical obligation to provide appropriate accommodations and support for pupils with disabilities. Under the Equality Act 2010 pupils with autism must receive a free and appropriate education (FAPE). Suspending a pupil due to behaviour related to their condition could be considered discriminatory and not in line with legal requirements for inclusion and support.

- 5. Promoting Inclusion and Understanding

Suspending pupils with autism sends the message that they are less valued or welcome in the educational community. Schools should promote inclusion, understanding, and empathy by fostering an environment where students with autism and complex needs are supported, and their differences are respected. Educating peers about neurodiversity can help reduce stigma and promote a positive school culture for all students.

- 6. Alternative Solutions to Suspension

Rather than resorting to suspension, schools can explore alternative solutions, such as:

- A personalized behaviour intervention plan (BIP)

- Additional support staff, such as special education teachers or behaviour therapists

- Modified schedules or environments to reduce triggers

- Restorative practices or conflict resolution strategies

These approaches are more likely to result in positive outcomes for the pupil, their peers, and the school community.

- Conclusion

Suspending a pupil with autism and complex needs may not address the underlying issues contributing to challenging behaviour and could hinder their emotional, social, and academic development. Instead, schools should adopt a more proactive and supportive approach that provides individualized interventions and ensures that the pupil remains included and engaged in their education. This fosters an environment of understanding, empathy, and inclusion, which is beneficial not only to the pupil but to the entire school community.

Appendix Five

Individual Behaviour Management Plans

All pupils have a risk assessment, risk reduction plan and a behaviour management plan called 'Connect before Correct' These documents work together to ensure that needs are met, children are safe, and they are able to learn and progress to meet their aspirational targets.

Individual Behaviour Management Plans are created for each pupil, in consultation with them, their families and their multi professional teams. They are reviewed at least termly.

Each plan has five elements.

1. **Required Level of Supervision**
    This section summarises the level of supervision that each pupil requires on a typical day, using a best fit model. Adults may use planned discretion to give each pupil opportunities to make progress with managing their own behaviour and safety and may alter the level of supervision based on a careful dynamic risk assessment. The five levels of supervision are:
    a) Earned Independence – this is where a pupil has demonstrated that over time, they are able to make safe decisions during unstructured times of the school day and for some sixth form pupils, extended periods of independent study time.
    b) Towards Independence – this is where a pupil is allowed the first stages of earning independence for limited periods of time. For example, being allowed to be within the perimeter of the school, without direct staff supervision. During these periods, staff will maintain a general awareness of the pupil's whereabouts at all times.
    c) Line of Sight – this means the pupil has a high probability of making inappropriate or unsafe choices that may lead to high-risk behaviours if left with reduced supervision and support AND/OR they may have levels of vulnerability or health needs that mean they require line of sight supervision from staff.
    d) Heightened Awareness – this means the pupil requires to be within line of sight and earshot at all times so that any behavioural or safeguarding support can be offered immediately.
    e) Side by Side – this means that the pupil requires intensive support from at least one member of staff owing to their erratic and unpredictable behaviour AND/OR vulnerability that presents a high risk to themselves and others. A named member of staff has the responsibility for the pupil's supervision at any given time.
    As a general rule, new pupils will begin their time at Fromefield Manor School under 'heightened awareness' or 'side by side' until staff have evidence that this can be reduced.

2. **Behaviours that inhibit learning and safety**
    A description of the key behavioural elements that prevent the pupils from engaging safely and positively within the learning culture (e.g. diagnosis, anxiety, previous patterns of behaviour)

3. **Strategies to build effective relationships**
    There are many structures and strategies that help to keep the pupils safely and positively engaged on their learning journey, for example,
    • PECS
    • TEACCH

- visual communication aid
- humour
- sharing interests
- provision of strong boundaries
- time out spaces
- physical exercise breaks

4. **Successful de-escalation strategies**

   Strategies that can de-escalate and calm when pupil displays behaviours that challenge, for example:

   - time out
   - humour
   - distraction
   - step away
   - options given
   - options directed
   - change of face
   - remove from crowd
   - fetching a favoured item
   - calm talking
   - successful individual responses

5. **Positive Response Strategies**

   Strategies known to work when pupils are a <u>significant</u> danger to themselves, to others, to property, at risk of becoming a missing person or deemed prejudicial to the maintenance of good order and discipline. Final de-escalation strategies that are effective at times of spiralling crisis (see Team-teach for definition), physical intervention strategies that have reduced risk at times of extreme difficulty (and that are reasonable, proportionate and necessary) and physical intervention techniques that are best avoided.

6. **Behaviour Plan Template**

   For some pupils it is helpful to have a behaviour contract that is agreed by parents, staff, and pupils. These are usually short-term strategies to help tackle specific behaviours.

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of Revision
06/11/2025	M Watch	p.2 Dates and RD updated