



Positive Behaviour Support Local Procedure

Author	Iwona Ondire, Ewan Lomax (approved by: Headteacher, Lisa Sharrock)
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1. Purpose

At Oliver House School (OHS), Positive Behaviour Support (PBS) is the foundation for how we understand and respond to behaviours with compassion and respect. We believe that every young person has the right to dignity, safety and inclusion, and that nurturing these values allows our young people to thrive at OHS. This procedure explains how OHS implements Aspris Policy ACS04 Positive Behaviour Support in day-to-day practice. We recognise that consistent and reliable implementation of PBS is associated with positive emotional wellbeing and quality of life. This procedure outlines the responsibilities and processes used to promote positive outcomes for children and young people, develop capable environments, reduce the need for restrictive practices and ensure consistent implementation of Positive Behaviour Support at OHS. This procedure is written in line with the Equality Act 2010, the Human Rights Act 1998, and DfE's Statutory Guidance: 'Restrictive Interventions, including the use of reasonable force, in schools (2026)'; 'Schools (Reporting and Recording of Seclusion and Restraint) (No. 2) (England) Regulations 2025'.

2. Scope

This procedure applies to all staff working within Oliver House School, including education staff, residential support staff, therapy staff, senior leaders, agency workers and visiting professionals.

All staff are expected to understand their responsibilities under this procedure and to apply Positive Behaviour Support principles consistently within their role.

3. Local PBS Framework

At Oliver House School, Positive Behaviour Support (PBS) underpins the way we support pupils across education and therapeutic environments. We recognise that behaviour serves a purpose and is often a way of communicating a need, emotion, difficulty or unmet expectation. Understanding the reasons behind behaviour is central to helping pupils achieve positive outcomes.

Our approach focuses on building positive relationships, understanding individual needs and creating capable environments where pupils feel safe, valued and successful. Staff are expected to be curious about behaviour rather than making assumptions, and to consider what a pupil may be communicating through their actions.

We aim to reduce behaviours of concern that place themselves or others at risk by developing independence and teaching alternative skills, leading to improved

quality of life. Wherever possible, support strategies should be proactive in nature, and focus on positive engagement and early intervention rather than once a situation has escalated.

Oliver House School adopts an autism-approach. Many of our pupils have experienced barriers to learning, communication difficulties, sensory processing difficulties, adverse experiences, or challenges with emotional regulation. Staff should consider these factors when implementing PBS and responding to distressed behaviour.

Positive Behaviour Support at Oliver House School is built on the following principles:

- Every pupil is entitled to be treated with dignity, respect and compassion.
- Behaviour is viewed as communication and should be understood within the context of the individual.
- Positive and trusting relationships are fundamental to successful support.
- Proactive strategies are more effective than reactive responses.
- Restrictive practices should be reduced wherever possible.
- Pupils should be supported to develop skills which increase independence, self-regulation and participation.
- Families and professionals should be involved in planning and reviewing support whenever appropriate.

PBS is an approach that should be reflected in everyday interactions, classroom practice, therapeutic interventions and leadership decision-making. All staff are expected to understand the individual needs of the pupils they support and to implement agreed strategies consistently.

Where a pupil requires additional behavioural support, staff should work within the guidance provided by Behaviour Support Plans, Risk Assessments and other relevant documentation. These documents should be used alongside professional judgement and dynamic risk assessment to ensure support remains responsive to the individual and the situation.

The school uses Team Teach as its approved approach to de-escalation, positive handling and restrictive physical intervention. Any use of restrictive intervention should take place within the wider context of Positive Behaviour Support and should only be considered when there is an immediate risk of harm, and less restrictive options are not sufficient to maintain safety.

By working within this framework, Oliver House School aims to provide a consistent and supportive environment in which pupils can develop confidence, resilience, independence and the skills needed to achieve their individual goals.

Oliver House School recognises that behaviours of concern are influenced by the interaction between an individual and their environment. Staff should therefore seek to create environments that increase the likelihood of success and reduce the likelihood of distress, anxiety and escalation.

Capable environments are created through:

- Establishing positive and trusted relationships
- Providing opportunities for choice and autonomy
- Encouraging independence
- Being attentive to personal care and health support
- Managing the physical and sensory environment
- Professional curiosity development
- Effective management and support
- Integrating universal, targeted and specialist support

Staff should regularly reflect on environmental, communication, sensory and relational factors that may be impacting on a child or young person's wellbeing, engagement or behaviour and seek guidance on what adaptations may be required to most effectively meet the needs of the young person.

4. Roles and Responsibilities

The PBS Team are responsible for ensuring the effective implementation of Positive Behaviour Support at OHS. This includes providing strategic oversight, ensuring appropriate resources are available, monitoring the use of restrictive practices for consistency and equity across all pupils, and promoting a culture of continuous improvement.

The PBS Team are responsible for completing Functional Behaviour Assessments (FBAs), developing and reviewing Behaviour Support Plans, providing consultation and guidance to staff, analysing behavioural data and supporting the implementation of evidence-informed interventions.

Teachers are responsible for ensuring Behaviour Support Plans are implemented consistently by their teaching team, actions arising from incidents are completed and staff receive appropriate supervision, support and training.

All staff are responsible for implementing Positive Behaviour Support principles in their daily practice, following Behaviour Support Plans and risk assessments, engaging in reflective practice, attending mandatory training and accurately recording incidents, interventions and outcomes in line with local procedures.

Positive Behaviour Support is everyone's responsibility and should be reflected in all interactions with children and young people.

5. Functional Behaviour Assessment

Where behaviours of concern significantly impact upon a child or young person's wellbeing, learning, relationships or safety, the PBS Team may undertake a Functional Behaviour Assessment (FBA).

The purpose of a FBA is to develop an evidence-informed understanding of behaviour and identify the factors that may be maintaining or influencing it. Information may be gathered through:

- Direct observations of behaviours of concern
- Review of incident records and behavioural data such as ABC Charting
- Interview and consultation with families, carers and professionals.
- Assessment of communication, sensory, environmental and emotional factors.
- Review of relevant educational, therapeutic and health information.
- Discussion with the young person where appropriate.

The PBS Team will analyse the information gathered to identify patterns, potential functions of behaviour and areas for intervention. Findings from the assessment will be used to inform Behaviour Support Plans, individual risk assessments, staff training and environmental adaptations.

Functional Behaviour Assessments should be reviewed following significant changes in presentation, significant incidents or where existing interventions are not effectively supporting the young person

6. Behaviour Support Plans

Behaviour Support Plans (BSPs) are a specialist positive behaviour support developed for each individual learner which is informed through assessment, behavioural data and collaboration with supporting staff and families where appropriate.

During a learner's transition to OHS, the PBS Team will produce an initial Behaviour Support Guide based upon meetings with caregivers and observation,

which provides the supporting staff with important information about the young person's behavioural presentation, triggers to distress and emotional regulation supports. Upon review, the PBS Team may decide that intensity and/or severity of behaviours of concern necessitate a longer-form Behaviour Support Plan to effectively meet the needs of the young person.

Behaviour Support Plans should provide staff with clear guidance on how to support the individual and should include:

- Diagnosis and/or areas of difficulty
- Behavioural presentation at emotional baseline
- Topographical description of behaviour(s) of concern
- Triggers to distress/dysregulation
- Support strategies: active and reactive supports including the use of physical intervention where necessary

Behaviour Support Plans should be accessible, practical and person-centered. Staff are expected to familiarise themselves with the BPSs for the young people they support and implement them consistently during daily practice.

Behaviour Support Plans will be reviewed annually and/or when there is an identified need for amendment such as significant change in behavioural presentation or following a serious incident.

7. Supporting Positive Behaviour and Emotional Regulation

OHS seeks to create a culture in which positive behaviour, effort, resilience, self-regulation and personal achievement are celebrated. Staff should prioritise recognising and reinforcing positive behaviours more frequently than they respond to behaviours of concern. Any positive behaviour targets should be relevant and meaningful towards the young person and should emphasise skill development and independence. Approaches should be strengths-based and designed to build confidence, self-esteem, belonging and engagement in learning and daily life. Approaches may include:

- Specific verbal praise
- Positive feedback
- Celebration of effort and achievement
- Access to preferred activities and locations

During early level distress and dysregulation, staff should seek to identify and respond to sources of anxiety and frustration before behaviour escalates. Support should be individualised and informed by the context, the young person's

Behaviour Support Plan, and Individual Risk Assessment. All strategies should be considered in context and after dynamic risk assessment to consider the safety, wellbeing and dignity of all individuals involved.

Strategies may include:

- Co-regulation and supportive interactions.
- Reduction of demands.
- Offering choice where appropriate.
- Distraction and redirection to alternative location/activity.
- Access to sensory regulation activities.
- Physical environmental modifications.
- Use of visual supports or alternative communication methods.
- Increased staff support and supervision.
- Planned withdrawal from overwhelming situations

Staff should continually evaluate the effectiveness of interventions and adapt their approach in response to changing circumstances. Where escalation continues despite preventative and de-escalation strategies, staff should follow the guidance outlined within the individual's Behaviour Support Plan and associated risk assessments.

7a. Mobile Phones and Personal Technology

OHS follows a mobile phone-free approach throughout the school day, in line with DfE statutory guidance. Any exception to this is by agreement only, not by default.

OHS recognises that for some autistic pupils, personal devices and technology can serve an important communication or emotional regulation function, rather than purely social or recreational use. Where this applies to an individual pupil, any agreed exception should be identified within the young person's Behaviour Support Plan specifying under what conditions this supports emotional regulation in such a way other supports are less suitable.

Where a pupil seeks access to a mobile phone or personal device for regulation purposes, staff should redirect the pupil towards a motivating alternative activity or resource known to support their regulation (for example, a preferred sensory activity, visual support, or other identified strategy from their Behaviour Support Plan).

Access to a mobile phone or device must never be withdrawn as a sanction or consequence, in line with Section 8 of this procedure. Any restriction of access

must be based on an individual risk assessment or safeguarding concern, not used as a punitive measure.

8. Consequences

At Oliver House School we do not use any sanction-based or punitive measures as an approach to behaviour management. We believe that a young person can experience natural consequences which helps develop their understanding of their actions on the environment

Responses should focus on:

- Natural consequences
- Restorative discussions and relationship repair
- Providing opportunities for reflection and learning

9. Restrictive Practice Reduction

OHS is committed to the ongoing reduction of restricted practices. Regular analysis and review will consider the frequency, duration, intensity and type of intervention used. When restrictions are identified, action plans will be developed to explore alternative strategies, environmental adaptations, therapeutic input and staff coaching to reduce the restrictive approach.

10. Team Teach and Restrictive Intervention

Oliver House School utilises Team Teach as its approved model for behaviour support, de-escalation and physical intervention. All staff authorised to use physical intervention must hold current Team Teach certification and apply techniques in accordance with their training and organisational policy. In line with DfE Statutory Guidance: Restrictive interventions, including use of reasonable force, in schools (April 2026), Restrictive intervention should only be considered when:

- There is an immediate risk of harm to the child, young person or others.
- There is immediate risk of serious property damage.
- Less restrictive strategies have been attempted or considered and found to be ineffective or inappropriate in the circumstances.
- The intervention is necessary to maintain safety.
- The intervention is proportionate to the level of risk presented.

Any restrictive intervention must be:

- Lawful.

- Necessary.
- Reasonable.
- Proportionate.
- Carried out for the shortest time possible.
- In accordance with the young person's Behaviour Support Plan and Individual Risk Assessment wherever possible.

Following any restrictive intervention, staff must ensure appropriate recording, review and debrief processes are completed in accordance with OHS reporting and recording procedure and DfE Statutory Guidance. Incidents should be reviewed by the PBS Team to identify learning opportunities, reduce future risk and support continued reductions in the use of restrictive practices.

11. Reporting and Recording

Accurate and timely recording in accordance with section 93A of the Education and Inspections Act 2006 is an essential part of Positive Behaviour Support at OHS. Precise recording allows the PBS team to identify and understand patterns and triggers, review the effectiveness of support strategies and ensure that pupils receive the right support at the right time.

Staff are expected to record each incident as soon as reasonably practicable after the event and should provide a clear, factual account of what occurred. Staff should avoid assumptions or personal opinions and instead focus on describing what occurred. Where a serious behavioural incident raises a safeguarding issue, staff must follow safeguarding procedures and inform the Designated Safeguarding Lead (or deputy; or LADO) without delay, in addition to completing the standard incident record.

Records should include:

- Name of young person and staff directly involved
- An account of the incident, including what led to the incident and any identified or antecedents, and how the young person was supported back to learning.
- The use of any proactive or active strategies
- Time, date, location and approximate duration of incident and any restrictive intervention used
- (where relevant) The type of restrictive intervention used
- An account of why the use of force was assessed as necessary in that instance

- Details of any physical injuries sustained by young people and/or others and any treatment administered.
- Details of any property damage.
- Actions required following the incident such as debrief process and/or BSP review

The OHS PBS Team are responsible for reviewing incident records to ensure they are complete, accurate and identify any follow-up actions where required. The PBS Team and senior leaders are responsible for determining whether an incident meets the threshold for external notification to Ofsted, the placing local authority, and/or the Local Authority Designated Officer (LADO) and for ensuring this is completed within required timescales. Information from incidents is extracted and entered onto the Aspris Management Information System, as well as the OHS local data monitoring system. This information is used for data monitoring and analysis, which informs subsequent Behaviour Support Plans, Individual Risk Assessments and staff training needs.

12. Post Incident Support and Restoration

Open and timely communication is important in maintaining positive relationships with families, professionals and other stakeholders involved in supporting our pupils. Parents and carers should be informed of significant incidents affecting their child, including incidents involving injury, safeguarding concerns, restrictive physical interventions. The method and timing of communication should take into account the preferences of the parent and/or carer and/or the needs of the pupil. Where appropriate, other professionals may also need to be informed, including social workers, local authorities, safeguarding leads or healthcare professionals.

In accordance with the DfE Statutory Guidance *'Restrictive interventions, including use of reasonable force, in schools'* (April 2026), Designated persons should ensure that letters of notification based upon the associated incident report are to be completed and sent to parents and/or carers as soon as practicable.

Following a significant incident, consideration should be given to the wellbeing of everyone involved. Debriefs provide an opportunity to reflect on what happened, identify any learning and reduce the likelihood of similar incidents occurring in the future:

Young person debrief

Where appropriate, pupils should be offered an opportunity to take part in a debrief once they are regulated and ready to do so. The focus of this debrief should be to support understanding and repair relationships, whilst identifying any alternative

supports required in future situations. The format of the debrief should be adapted to meet the needs of the individual and may include discussion, social stories or other communication methods.

Staff debrief

Staff involved in significant incidents should also be offered a structured opportunity to reflect on the event. Debriefs should consider:

- The physical and psychological wellbeing of the staff involved
- Which areas worked well, such as staff communication and the use of proactive supports
- Which areas might need additional focus such as staff training or additional guidance
- If young person documentation requires updating
- If any immediate support is required

Learning identified through debriefs should be used to inform future practice and planning, staff training, Individual Risk Assessments and Behaviour Support Plans. Where a staff member requires further support following a significant incident, they should be signposted to the Aspris Employee Assistance Programme and/or designated Mental Health First Aider(s)

13. Risk Assessment and Management Plans

Individual Risk Assessment forms an important part of keeping pupils, staff and visitors safe whilst supporting pupils to develop independence and access meaningful opportunities in school and in the community.

The purpose of risk assessment is to identify foreseeable risks, reduce the likelihood of harm and ensure that appropriate control measures are in place. The PBS Team should complete an initial individual risk assessment during a young person's transitional period based upon previous documentation, observation and parental/caregiver interview. Support staff are responsible for implementing identified control measures and making the PBS Team aware of any unforeseen risks and new behaviours that present.

Staff are also expected to carry out dynamic risk assessments throughout the day. This involves continuously considering changing circumstances and adapting support accordingly to maintain safety.

Risk assessments should:

- Identify specific risks.

- Describe the inherent risk level.
- Outline preventative strategies and control measures.
- Describe the residual risk level.
- Where necessary, refer to specialist protocols.
- Be reviewed annually or following significant incidents or changes in circumstances.

Where risks cannot be safely or feasibly controlled through identifiable measures, additional planning and professional consultation may be required.

14. Monitoring and Analysis

Behaviour monitoring and incident data helps the PBS Team understand what supports are working to effectively meet the young person's needs, identify new behavioural presentations and training needs to ensure that support remains effective, consistent and person centered. The PBS Team should review trends relating to incidents, behaviours of concern, restrictive practices, injuries and other relevant information.

the PBS Team should regularly review information to:

- Identify patterns and trends.
- Monitor the effectiveness of Behaviour Support Plans.
- Evaluate the impact of interventions and support strategies.
- Identify opportunities to reduce restrictive practices.
- Ensure pupils receive appropriate support.
- Highlight any training or development needs for staff.
- Identify themes requiring wider action or investigation.
- Develop supporting information required when consulting with external professionals.

The PBS should determine whether data analysis necessitates further assessment, additional staff training, amendments to Behaviour Support Plans, review of risk assessments or consultation with external professionals. A summary of behaviour and restrictive practice data, including trends and areas of concern, will be reported to the Headteacher on a termly basis and governors at least annually.

15. Working with Families and Professionals

At OHS, we believe PBS that positive outcomes are more likely to be achieved through collaborative practice between support staff, pupils, families, and other professions. OHS recognises the importance of maintaining open, honest and

respectful relationships with those involved in supporting our pupils. Parents and carers are experts about their child and should be involved, wherever possible, in assessment, planning and review processes. Their experiences and aspirations should be considered when developing Behaviour Support Plans and other support arrangements. Where a parent or carer disagrees with an aspect of developed PBS documentation, they should first raise this with the PBS Team or Headteacher.

The school also works collaboratively with a range of professionals, including therapists, social workers, healthcare professionals, placing authorities and safeguarding teams. The PBS Team should provide relevant reports or contributions to EHCP reviews upon request. Effective communication and information sharing support consistent approaches across different environments and help ensure that support remains responsive to the needs of the pupil. Disagreements or differences in professional opinion should be managed respectfully and through appropriate channels, with the needs and wellbeing of the pupil remaining central to decision-making. Where appropriate, pupils should be encouraged and supported to contribute to discussions about their own support arrangements and future goals.

The PBS Team may consult with families and professions to:

- Develop and review BSPs.
- Develop and review individual Risk Assessments.
- Develop person-specific training for support staff.
- Support Multidisciplinary meetings.
- Reflect upon significant incidents.
- Identify effective PBS strategy and approaches across contexts.

16. Training and Competency

All staff have a responsibility to ensure that they possess the knowledge, skills and confidence required to support pupils safely and effectively. Training plays an important role in maintaining high standards of practice and ensuring that Positive Behaviour Support principles are embedded throughout the school. Staff should only undertake responsibilities for which they have received appropriate training, instruction and support. Senior leaders and the PBS Team are responsible for ensuring that training requirements are monitored and that staff remain competent to carry out their roles.

Training should be supported by regular supervision, reflective practice and opportunities to discuss challenging situations with managers and colleagues.

Competence is demonstrated consistent application of learning within day-to-day practice and a professional curiosity to seek guidance from the PBS Team. Where concerns are identified regarding practice, additional support, coaching, supervision or refresher training may be required.

PBS Training should include a range of universal, targeted and specialist needs, including:

- Positive Behaviour Support
- Team Teach and Restrictive Practice Reduction Planning
- Reporting and Recording
- Developmental disorder and specific health condition training
- Student specific training

17. Appendices

DfE Statutory Guidance: 'Restrictive Interventions, including the use of reasonable force, in schools (2026)';

DfE Statutory Guidance: 'Schools (Reporting and Recording of Seclusion and Restraint) (No. 2) (England) Regulations 2025'

DfE Statutory Guidance: 'Mobile Phones in Schools' (2026)

Equality Act 2010

Human Rights Act 1998

Section 93A of the Education and Inspections Act 2006