

POLICY – Positive Behaviour Support (PBS) Education Universal

Policy Author	Laura Dickie, Head of Policy Tonia Lewis, Education and Quality Improvement Lead
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Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
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Version No.	001
Policy Level	Education
Staff groups affected	All Education

Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval, or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.

Marcus Eden

Assistant Headteacher

Sept 2026

Carrie McConomy

Headteacher

Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
‘Establishment’ or ‘Site’	A generic term referring to the school/college owned by CareTech.
Learner	Any child or young person under the age of 18, or young adult over 18 who receives education.
Service Head	The senior person with overall responsibility for the school/college.
Tutor/Teacher	Members of staff who have teaching responsibility for learners at the school/college.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
Social Worker	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the learner or commissioning the service.
Local Authority	The local authority for the establishment’s location.
Staff	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.

1. Local School/College Profile

Cambian New Elizabethan School is an independent specialist day school providing co-educational placements for pupils between 7 and 19 years of age who have an Education, Health and Care Plan (EHCP). The school provides for a wide spectrum of learners with emotional and social difficulties (ESD), alongside diagnoses including Autism Spectrum Conditions (ASC), ADHD, ADD, Dyslexia, Dyspraxia, mental health needs, and associated learning difficulties.

The school environment emphasises the holistic development of education, incorporating community and British values—specifically promoting a caring and considerate attitude to others, good manners, self-discipline, service to the community, and the pursuit of excellence. The curriculum and physical site are tailored to support pupils to develop skills to manage their own behaviour in a way that is safe to themselves and those around them, respecting individual identities and communication needs.

2. Purpose

This policy applies to Cambian New Elizabethan School inclusive of activities outside of the normal school hours, encompassing all teaching staff, support staff, the proprietor, and volunteers. It provides a universal framework and outlines the expectations that apply to staff, senior leaders, learners, visitors, and contractors.

This policy enables Cambian New Elizabethan School to meet statutory duties, uphold safeguarding responsibilities, comply with independent school regulations, and maintain high-quality provision. It establishes the organisation's commitment to Positive Behaviour Support (PBS), ensuring that all behaviour approaches are proactive, relational, learner-centred, and grounded in an understanding of individual neurodevelopmental need. PBS promotes consistency, reduces restrictive practices, and supports learners to develop self-regulation, social communication, and lifelong coping skills.

It also establishes the organisation's commitment to Positive Behaviour Support (PBS), ensuring that all behaviour approaches are proactive, relational, learner-centred and grounded in an understanding of individual need. PBS promotes consistency, reduces restrictive practices, and supports learners to develop self-regulation, social communication and lifelong coping skills.

3. Scope

This organisational policy applies across all education sites, services and functions. It establishes the universal standards and expectations that must be followed consistently throughout the organisation.

Each site implements these standards in accordance with the statutory and regulatory requirements of the nation in which it operates as set out in Appendix A–C.

4. Local Adaptation Requirement

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This text represents the fully integrated policy for the site, merging universal corporate requirements with local operational procedures, sensory strategies, and specific Cambian systems to ensure complete compliance with national legislation and regulator guidance.

All local additions are:

- Accurate
- Up to date
- Consistent with national legislation and regulator guidance
- Fully aligned with the universal standards in this policy

Where no local adaptation or local equivalent is required, the universal content remains fully applicable.

5. Legal and Regulatory Context

Cambian New Elizabethan School is governed by the statutory duties, safeguarding requirements and inspection arrangements of the nation in which it operates. The universal standards in this policy are implemented in line with the correct national frameworks set out in Appendices A–C, which summarise the legal, regulatory and inspection requirements for England, Wales and Scotland.

6. Positive Behaviour Support (PBS) — Definition

Positive Behaviour Support (PBS) is a proactive, evidence-informed framework that focuses on understanding the underlying reasons for behaviour and creating supportive environments in which learners can thrive. PBS places the learner at the centre and aims to improve quality of life, develop skills, and reduce behaviours of concern through preventative, relational and strengths-based approaches.

Core principles include:

- Understanding behaviour as communication
- Preventative and proactive strategies
- Teaching functional/self-regulation and communication skills
- Individualised planning with learner voice and family collaboration
- Consistency, relational practice and trauma-responsive approaches
- Reduction and robust oversight of restrictive practices
- Quality-of-life-centred outcomes

PBS supports each site to maintain positive, safe and inclusive learning environments for learners under and over 18.

7. Positive Behaviour Support Model

Our approach is relational and grounded in PBS. We recognise that behaviour is a form of communication; learners are shaped by relationships and contexts, and our best lever for change is a consistent, trusted adult relationship.

Universal expectations drawn from relational practice:

- **Behaviour is something to interpret.** We are curious about need, not blame.
- **Relationships lead practice.** Most “management” is through connection, predictability and co-regulated calm.
- **Boundaries keep everyone safe.** Limits are clear, consistent and fair.
- **Rules are co-created where appropriate.** They are adapted for access and need.
- **Consequences are restorative and educational.** We repair harm and build skills.
- **Environment and relationships are key.** We adjust context before we attribute intent.
- **Effectiveness is measured by wellbeing and participation.** We track what improves daily experience and access to learning.

Local Site Relational & Support Tools:

Behaviour problems are significantly minimised across the school environment through the strict application of:

- **The 3 R's Framework:** Staff utilise **Dr. Bruce Perry's Neurosequential 3 R's** to support brain-aligned de-escalation:
 1. **Regulate:** First, we help the pupil soothe their over-activated survival brain through physical safety, sensory tools, and co-regulation.
 2. **Relate:** Next, we connect with the child using empathy, validating their feelings, and reassuring them that the adult relationship remains intact.
 3. **Reason:** Only when the pupil is completely calm do we engage the thinking brain to reflect, problem-solve, and establish logical next steps.
- **CPI Safety Interventions:** Staff are certified in **CPI (Crisis Prevention Institute)** frameworks, prioritising non-violent crisis intervention, verbal de-escalation, and personal safety techniques to reduce risk and avoid restrictive practices wherever possible.
- **Dedicated Behaviour Leadership:** All intervention pathways, trend monitoring, and individualised crisis development plans are created and reviewed under the direct guidance and support of our dedicated **Behaviour Lead**.
- **Differentiated Curriculums:** Interesting, well-prepared, appropriately resourced, and differentiated activities that meet the individual requirements of the pupil's EHCP.
- **Clinical Integration:** Direct access to our internal team of clinical specialists, who offer both pre-planned targeted interventions and ad hoc, situational support when a clinician's expertise is best suited to help the young person reset.
- **Visible Structure:** High visibility of routines, structured lesson transitions, and clear communication guidelines to manage changes and reduce anxiety.

8. General Expectations

We set high expectations for all learners while recognising that some learners have specific needs. Expectations apply at all times on site and when representing the site off-site or out of hours. We:

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- Encourage a positive attitude to learning within a safe, calm environment.
- Promote high expectations and enable learners to become independent, responsible learners.
- Build respect for the community and environment.
- Use clear, consistent routines and systems to support development and ensure health, safety and wellbeing.
- Expect staff to model the behaviours, attitudes and habits we teach.

When behaviour falls below expectations, every interaction is an intervention. We maintain connection, use positive recognition, and support learners to regulate and re-engage.

Consistent routines include: start/end of day; transitions; assemblies/unstructured time; PE/activity times; movement around the site; breaks and lunchtimes.

Local Site Routines:

- **Arrival and Transitions:** Structured entry routines, organised mini-bus/car transport rules, and supervised movement between classrooms.
- **Environmental Appearance:** Staff and pupils share a collective commitment to maintaining clean, tidy buildings and high-quality displays of child work to explicitly raise self-esteem and build ownership.

9. Teaching and Promoting Positive Behaviour

We teach behaviour like any other part of the curriculum. Staff act as “stress detectives”—curious about *why* and *why now*—and use co-regulation to help learners build self-regulation.

We will:

- Teach and rehearse prosocial skills (communication, problem-solving, emotional literacy).
- Use anticipatory strategies (visuals, structure, choice, sensory/environmental adjustments).
- Offer regulation opportunities and safe spaces.
- Provide targeted and personalised supports where needed.
- Use positive recognition that is meaningful, equitable and dignified.

Local Recognition and Reward System: The DREAM Points Framework

Good behaviour and exceptional effort are celebrated using the acronym **DREAM**.

- **Points Per Lesson:** Pupils can earn up to **5 points per lesson** (1 point for each category):
 - **D**etermination
 - **R**espect
 - **E**ngage
 - **A**ttend
 - **M**e
- **Total Availability:** This equals **34 points available per day** Monday through Thursday, **28 points on Friday**, culminating in a maximum of **166 points per week**.



- **Personalisation:** To ensure equity and accessibility, two of these targets are entirely personalised for each individual child to meet their specific therapeutic or academic needs, while the remaining three are uniform across the school to maintain institutional consistency. Targets are explicitly placed in all student books and reviewed at minimum termly.
- **Logging:** Points are tracked on the centralised *Staff Share* network.
- **Tiered Weekly Categories:**
 - *Bronze:* Achieving 40% of weekly available points.
 - *Silver:* Achieving 60% of weekly available points.
 - *Gold:* Achieving 80% of weekly available points.
 - *Platinum:* Achieving 100% of weekly available points.
- **Off-Site Reward Trips:** Pupils who consistently average Gold tier or above across a half-term or term earn a spot on a scheduled off-site rewards trip. "Bonus tickets" are awarded by the Leadership Team to recognise the most improved students.
- **Practical Praise Strategies:** Staff must focus praise on what the child has actually achieved or done rather than the child themselves, keep praise specific, avoid peer comparisons, and ensure every pupil has an equal opportunity to earn their daily points.
- **Additional Incentives:** School council opportunities, class incentives, sending outstanding work directly to the Deputy Head or Head Teacher for validation.

10. Behaviour as Learning: Connection Before Correction

Regulation precedes reasoning. We prioritise connection before correction, then scaffold reflection and problem-solving. We use restorative conversations to help learners understand impact and make amends.

Core restorative questions:

1. What happened?
2. What were you thinking/feeling at the time?
3. Who has been affected and how?
4. What can we do to make things right?

As part of **restore and repair**, amends may be verbal, written, symbolic or practical.

When a pupil is struggling to maintain their emotions or is out of their timetabled environment, staff have a collective duty to supervise, observe (remotely if dictated by safety/the student's profile), and co-regulate the individual. Once calm, staff scaffold reflection using structured, trauma-aware restorative conversations.

Core restorative questions used during repair:

1. What happened?
2. What were you thinking/feeling at the time?
3. Who has been affected and how?
4. What can we do to make things right?

11. Logical Consequences

Consequences are protective (safety and rights of others) and/or educational (learning for next time). They are logical, proportionate, dignified and time-limited, and they run alongside relational support and skill-building.

Protective consequences may include:

- Increased adult support/ratios or adjusted timetable.
- Access to outside space or alternative/differentiated teaching space.
- Supported movement during high-stress contexts.
- In rare cases, short-term removal from specific activities while protective measures are put in place.
- *(All protective measures pair with education and repair.)*

Educational consequences may include:

- Completing or re-doing work impacted by behaviour.
- Rehearsal/modelling of prosocial alternatives.
- Practical repairs where appropriate (fix/clean, help to restore).
- Reflect-repair-restore activities to understand impact and make amends.

Illustrative table:

Local Site Academic Reflection System

If a student refuses to complete their work during a lesson, an **Academic Reflection** consequence is implemented, utilising professional judgment regarding a student's capacity to access the lesson at that time.

- *Supervision:* Conducted daily in a dedicated room, supervised directly by a member of the Leadership Team.
- *Timing (Lessons 1-4):* Reflection takes place the **same day** from **12:30 PM to 12:50 PM**.
- *Timing (Lessons 5-6):* Reflection takes place during the designated reflection slot the **following day**.
- *Roll-Over Rule:* If a student refuses to attend, the consequence rolls over to the next day. Persistent refusal lasting until Lesson 5 on a Friday requires the student to complete their academic reflection during that session instead of attending weekly clubs.

Behaviour (examples)	Possible consequences/outcomes (examples)
Lower-impact (calling out, distracting, refusal)	Co-regulation with a trusted adult; acknowledgement of feelings; reflective conversation; curiosity about "why/why now"; plan for next time; brief educational task.
Higher-impact (bullying, discriminatory conduct, significant deliberate damage)	SLT notified ; restorative process; incident recorded; parents/carers/guardians informed; outcome personalised to need, severity and response; timetable adjustments and reintegration plan as required.

Thresholds and Levelled Behaviours Framework:

Classification	Behaviour Examples	Mandatory Actions & Outcomes
Level 1	Task avoidance, failure to attend lessons, verbal abuse, refusing to enter a classroom, minor property damage, disrupting learning.	<p><i>Containable issues resolved independently by the staff member present to achieve a positive solution.</i></p> <ul style="list-style-type: none"> • Verbal correction • Task completion in catch-up slots • Restorative conversations • Academic reflection session
Level 2	Physical aggression, bullying, absconding off-site, malicious allegations against staff, significant deliberate damage.	<p><i>Formal intervention required from an escalated staff member in the best position to support (Phase Leader, Pastoral Manager, MDT, or SLT).</i></p> <ul style="list-style-type: none"> • Incident logged formally • Clinical referral to internal specialists for targeted support plan • Reset time in a dedicated campus pod or focus area • Community reparation / practical repairs • Fixed-term suspension
Level 3	Serious physical assault, possession of a banned weapon, possession of an illegal substance, sexually inappropriate conduct.	<p><i>High-priority incident escalated immediately to the Head Teacher and executive leadership.</i></p> <ul style="list-style-type: none"> • Emergency high-priority group meeting • Direct clinical intervention and risk assessment review • Restrictions placed on activities and off-site educational visits • Formal meeting with parents/carers, local authority, and Head Teacher • Police or external agency involvement as legally required • Suspension, loss of rewards, or consideration of permanent exclusion / placement termination

12. Supporting Those Harmed

When someone is harmed (physically or emotionally), we ensure safety, provide first aid/medical support where required, escalate in line with the Safeguarding and Child Protection Policy, and offer timely relational support. We reduce guilt/anxiety through reassurance, and we make support offers explicit and easy to access.

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Examples of additional support that may be offered include:

Immediate emotional and relational support

- A calm, trusted adult staying with the learner or staff member until they feel settled.
- Reassurance that they are safe, believed, and not at fault for having a stress response.
- Quiet, low-stimulus space to recover emotionally or physically.
- Normalising feelings (“It makes sense you felt scared/angry/worried — you’re not alone.”).

Practical safety and wellbeing support

- Arranging for a familiar adult to accompany the person back into routine when they are ready.
- Providing comfort items, sensory tools or grounding strategies.
- Adjusting the timetable or environment temporarily to promote a sense of safety.

Communication and reflection (when appropriate)

- Offering a supportive check-in once regulated (“How are you feeling now? What would help?”).
- Helping them put their experience into words using non-leading, trauma-aware language.
- Giving space to express feelings through writing, drawing or supported conversation.

Repairing relationships

- Facilitated restorative conversation when appropriate and only if the learner is ready.
- Clear reassurance that relationships remain intact and that adults are committed to repair.

Coordination with the wider support network

- Contacting parents/carers/guardians to offer reassurance and outline support provided.
- Making internal referrals to pastoral, wellbeing or mental health support teams.
- Engaging therapeutic, clinical or multi-agency professionals if patterns or needs emerge.

Follow-up and ongoing support

- Checking in later the same day and during subsequent days if needed.
- Updating personalised plans or risk assessments to reduce the likelihood of recurrence.

- Ensuring staff wellbeing support is offered where incidents have been distressing.

Escalation

When thresholds for escalation are met — for example, when there is immediate risk, significant distress, or indicators of a safeguarding concern — staff follow the ‘Safeguarding and Child Protection’ Policy. Escalation is always used to increase safety and support, never as a disciplinary response. Help is requested early, communication is clear, and the learner remains at the centre of our decision-making. Once safe, we follow up with appropriate support, recording and review to ensure learning and prevention.

When physical or emotional harm occurs, staff immediately ensure safety, deliver necessary first aid, and offer relational reassurance. Incidents of bullying, harassment, or discriminatory language are handled under our specialized *Anti-bullying Policy and Procedures*, resulting in immediate support for the victim and therapeutic/disciplinary intervention for the perpetrator.

- **Local Support Network:** Young people have direct access to the on-site Pastoral Lead, Wellbeing Lead, and members of the diverse *Cambian Clinical Team*.
- **Regulation Spaces:** Grounding occurs within designated, low-stimulus pods, sensory rooms, or quiet focus areas to reduce anxiety and shame.
- **Safeguarding Escalation:** Any indicators of safeguarding risks trigger immediate escalation to the Designated Safeguarding Lead (DSL) in accordance with the local *Safeguarding Pupils - Child Protection Policy and Procedures*.

13. Risk Assessment and Positive Behaviour Support Plans

We use dynamic and formal risk assessment to anticipate stressors and agree strategies that keep everyone safe and learning. Plans identify early signs of dysregulation, effective responses, roles, and escalation/withdrawal strategies. Plans are co-produced with the learner (where possible) and with families/carers and relevant professionals.

We implement formal, dynamic risk assessments and individualised Behaviour Plans for children with serious behaviour issues. These plans identify specific triggers, communication needs, sensory adaptations, early signs of dysregulation, and approved safety intervention techniques. They are co-produced alongside the pupil, parents/carers, and internal clinicians, ensuring full integration with the student’s Education Health Care Plan (EHCP).

- *Local Policy Link:* Managed under the *Cambian New Elizabethan Management of Risk Care Policy*.

14. Reducing Restrictive Interventions / Restraint & Seclusion

Our approach is grounded in Positive Behaviour Support (PBS) and trauma-responsive, relational practice. We know that learners thrive when they feel safe, understood and connected, and that most behaviour of concern can be

prevented through proactive planning, trusting relationships and consistent, predictable environments.

Restrictive practices/interventions/restraint are **only ever used as an absolute last resort**, and only when all other reasonable options have been tried or considered and immediate harm cannot be prevented in any other way. They are not a routine strategy, not a behaviour management tool, and not a response to refusal, non-compliance or expressions of distress. Their sole purpose is to keep a learner or others safe in situations of imminent and significant risk.

Any restrictive practices/interventions/restraint & seclusion must be the least restrictive option available, used for the shortest possible time, carried out by staff who are trained, authorised and confident in trauma-responsive practice, and ended as soon as the risk reduces.

Sites record, review and analyse every incident to ensure learning leads to the ongoing reduction of restrictive practices across the organisation. This reflective culture is essential to safe, ethical practice.

Physical intervention is rare, an absolute last resort, and used only to prevent harm, protect rights, or maintain safety. Any intervention must be necessary, proportionate, and time-limited, with continuous attempts to reduce intervention through de-escalation and co-regulation.

All incidents are recorded promptly, reported to the Headteacher/Principal, reviewed for learning, and followed by support for all involved. The long-term aim is always increased self-regulation and the reduction of restrictive interventions / restraint.

Our approach strictly prioritises de-escalation and preventative planning. Staff only ever intervene physically to restrain a child as an absolute last resort to prevent them from injuring themselves or others, damaging property, or committing a criminal offence.

- **Approved System:** All staff receive professional development, licensing, and regular refreshers in **CPI (Crisis Prevention Institute) Safety Intervention frameworks** (aligned with Cambian Policy No: Edu. 20). This training emphasises verbal de-escalation, preventative strategy, and the restriction of physical holds to emergency safety-critical situations only.
- **Reporting Requirements:** Any instance of physical intervention must be discussed immediately with the Head Teacher, recorded on the centralised digital network (**SchoolPod**), and added to the child's personal file.
- **Parental Notification:** The child's parents, carers, or guardians **must be informed on the same day** that the safety intervention occurred.
- **Reduction Focus:** In line with national frameworks, data from SchoolPod is continuously audited by the Head Teacher, Behaviour Lead, and Senior Leadership Team to drive year-on-year reductions in restrictive practices across the site by modifying environments and updating individual profiles.

15. Screening, Searching and Confiscation

To maintain a safe and predictable learning environment, staff may act to prevent harm, protect the wellbeing of learners and uphold site expectations. Screening, searching and confiscation are permitted safety measures and must always be carried out in a way that is lawful, necessary, proportionate, respectful and trauma-responsive.

Any search or confiscation is approached calmly, with clear communication, and with attention to the learner's dignity and emotional safety. High-value, prohibited or inappropriate items are handled sensitively, with timely communication to parents/carers/guardians and clear arrangements for return or secure storage.

Where possible, staff use relational approaches and conversation first. Searches are only undertaken when justified, and by staff who understand the correct procedures for the nation in which the site operates.

If staff have reasonable grounds to suspect a pupil is in possession of an inappropriate or prohibited item, the Head Teacher (or authorised staff) reserves the right to conduct a lawful search and confiscate the items under the *Search, Screening and Confiscation Guidance (2022)*.

- **Banned Items:** Knives and weapons, illegal drugs, alcohol, stolen items, fireworks, pornographic images, tobacco, cigarettes, electronic cigarettes/vapes, or any item reasonably suspected to be intended for use in committing an offence or causing injury/property damage.
- **Conduct:** Handled calmly, maintaining student dignity, with mandatory recording in the school log and same-day communication with families. High-value or illegal items are passed to the police or handled according to the *Searches Policy*.

16. Suspension / Exclusion

Suspension / Exclusion is a last-resort safety measure used only when other proportionate, preventative and restorative responses have been tried or would not keep people safe. Decisions are evidence-based, necessary and time-limited, with clear communication to Learners and families, and suitable education arrangements maintained. We apply PBS throughout—exploring triggers, adapting environments, and agreeing regulation strategies—and, where suspension / exclusion occurs, we plan for reintegration that restores relationships, strengthens support and protects learning access (including SEN/ASN/ALN considerations).

17. Recording, Reporting and Data

We record significant behaviour incidents, restrictive interventions, discriminatory incidents, and safeguarding concerns promptly and accurately. Data is used to:

- Identify patterns and triggers;
- Assess equity and disproportionality;
- Inform personalised plans and site-wide improvements;
- Provide assurance to leaders and governors/trustees.



- **Systems used:** Serious sanctions, related incidents, and significant behaviour records are logged digitally on **SchoolPod** and compiled within the school **Behaviour and Sanctions Log**. Copies of all individual disciplinary and incident reports are retained securely on the pupil's personal file.
- **Who records and timeframes:** The staff member handling or witnessing the incident is responsible for compiling the report. Serious incidents involving aggressive or uncontrolled behaviour must be discussed immediately with the **Head Teacher** before entry into SchoolPod.
- **Notification routes:** Parents, carers, or guardians must be notified on the **same day** that a safety intervention or a serious behavioural incident occurs. The **Head Teacher** retains day-to-day oversight, while the **Proprietor** is notified systematically to monitor the overall rate of exclusions and ensure consistency. Reports concerning welfare or progress are communicated termly and annually to parents/carers and local authorities.

18. Data Insight, Learning Reviews and Improvement (Universal)

Leaders undertake regular reviews of behaviour data, incident reports, and stakeholder feedback to evaluate impact and drive improvement. Post-incident reviews focus on learning and prevention, not blame. Findings inform training, environment adjustments, curriculum, and planning.

- **Meeting structures:** Behaviour standards, incident trends, and standard alignment are evaluated during regular **staff meetings** to ensure collaborative analysis and unified application across the site.
- **QA cycles & tracking:** The **Head Teacher** maintains continuous monitoring, refinement, and internal audit of the policy execution and recorded behavioural data.
- **Governance assurance:** The **Proprietor** conducts a formal annual review of the policy implementation efficiency to provide ultimate governance assurance.

19. Roles and Responsibilities

Headteacher / Principal (Carrie Mcconomy): Determines the exact standards of acceptable behaviour, leads day-to-day discipline, and enforces school rules. Authorises high-level responses (such as internal or fixed-term suspensions), ensures staff access to professional expertise, and directly familiarises new staff with local guidelines.

Senior Leadership Team (SLT)

- Implements and monitors this policy.
- Oversees personalised planning and risk.
- Supports staff wellbeing and professional judgement.
- Engages families and the multi agency team.

Teachers/Tutors and Staff Team

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- **Teachers/Tutors and Staff Team:** Take direct responsibility for classroom management and maintaining order throughout the entire campus. Form teachers hold initial responsibility for pastoral care. All staff must model polite, respectful behaviour, communicate milestones or issues early with families, apply rewards (like the DREAM Points Framework) fairly, and report instances of severe disruption or safety risks immediately.

Learners

- Engage with learning, practise strategies, and participate in restore and repair processes.
- Share their views on what helps them feel safe, regulated and included.

Parents/Carers/Guardians and Professionals

- Collaborate with the site; share relevant information.
- Participate in planning and reviews to support consistency across contexts.
- **Named leadership contacts:**

Head Teacher: Carrie Mcconomy

Proprietor Representative: Andrew Sutherland

20. Inclusion, Equity and Additional Needs

We will always endeavour to understand behaviour, support wellbeing, and make **reasonable adjustments** to enable progress and engagement. Many behaviours reflect underlying communication, sensory, medical or neurodevelopmental needs. We integrate PBS with the **SEN/ASN/ALN** processes and with multi-agency support to ensure learners' needs are met.

Our aim is to help learners return to their **window of tolerance**, so they can connect, learn and thrive.

SEN pathway alignment: Behaviour support protocols are differentiated to account directly for a pupil's special educational needs, disabilities, and individual motivations. No pupil will be treated less favourably due to a disability; staff apply targeted behaviour modification strategies and adjustments aligned with the pupil's **Education, Health and Care Plan (EHCP)**.

Access to specialist input: The school utilises an internal **Cambian Clinical Team** for pre-planned targeted interventions and ad hoc situational support. External support routes are maintained with **educational psychologists** and the **educational welfare service** via the local authority.

21. Training and Professional Development (Universal)

All staff receive role-appropriate training in PBS, trauma-responsive and relational practice, de-escalation, restorative approaches, equality and inclusion, and recording/reporting standards. Training is inducted, refreshed, and quality-assured.

Training map: Continuous Professional Development (CPD) is mandated for all staff, covering positive behaviour management, **Safety Interventions and de-escalation techniques (CPI/MAPA framework)**, and anti-bullying procedures.

Induction: New staff members must complete mandatory familiarisation with the school's specific behaviour policy and guidelines during their onboarding period.

22. Monitoring, Quality Assurance and Compliance

Compliance is monitored through learning walks, observation, record audits, incident analysis, stakeholder feedback and governance oversight. Findings inform targeted improvement.

QA schedule: Auditing occurs continuously via the **Behaviour Lead's** internal tracking.

Reporting to governance: Outcomes, incident trend data, and exclusion statistics are structured into systemic checks and validated via the **Proprietor's** comprehensive annual review cycle.

23. Publishing and Communication

Owner: Marcus Eden, Assistant Headteacher (Behaviour Lead)

This policy will be published to staff, learners (in accessible formats), and parents/carers/guardians, with versions appropriate to audience and reading age. Alternative formats will be provided on request to meet accessibility needs.

Policy distribution: This policy is officially maintained and made universally accessible to parents, carers, guardians, staff, and pupils. It can be obtained directly upon request from the **School Office** or accessed digitally via the **school website**.

Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.

Appendix A – England

Legislation, guidance and regulatory frameworks underpinning Positive Behaviour Support in England.

Working Together to Safeguard Children (Dec 2023)

- **Means:** Statutory multi-agency guidance on help, protection and child-centred practice for all school and under 18 FE provision.
- **Requires:** Effective multi-agency arrangements, timely referrals, lawful information sharing and clear safeguarding oversight that interfaces with behaviour/PBS.
- **Our stance:** Behaviour/PBS is delivered within a strong safeguarding culture that acts early and collaborates well.
- **Implementation example:** Local safeguarding pathway map with escalation routes; decision logs attached to behaviour incidents.

Links: <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Keeping Children Safe in Education (KCSIE) (in force 1 Sep 2025)

- **Means:** Statutory guidance for schools and colleges on safeguarding, safer recruitment and managing concerns for under-18s in any site.
- **Requires:** Up-to-date policies, DSL/Deputies, training/induction, early help processes and robust record-keeping that align with behaviour/PBS systems.
- **Our stance:** PBS is embedded within KCSIE-compliant systems, training and oversight.
- **Implementation example:** Annual DSL report to governance showing links between behaviour trends and safeguarding actions.

Links: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Behaviour in Schools: Advice for Headteachers and School Staff (Feb 2024)

- **Means:** Non-statutory DfE guidance for all school types and under 18 FE provision on designing and running behaviour systems.
- **Requires:** Behaviour curriculum, consistent routines, restorative responses, SEND-aware practice and transparent policy implementation.
- **Our stance:** We implement a PBS, trauma-responsive, restorative model with clear routines and relational practice.
- **Implementation example:** Behaviour policy with PBS principles; restore/repair flow; staff toolkit and coaching notes.

Links: <https://www.gov.uk/government/publications/behaviour-in-schools--2>

School Suspensions and Permanent Exclusions (Aug 2024)

- **Means:** Statutory guidance on suspensions, permanent exclusions, duties to inform/educate and review processes.
- **Requires:** Lawful, proportionate decisions; timely notifications; suitable education from day 6; governance monitoring and data use.
- **Our stance:** Exclusion is a **last resort**; PBS planning, alternatives and reintegration are expected.
- **Implementation example:** Exclusion file with evidence of alternatives tried, decision rationale and reintegration plan.

Links: <https://www.gov.uk/government/publications/school-exclusion>

Searching, Screening and Confiscation in Schools (Jul 2023)

- **Means:** Guidance on lawful, necessary and proportionate searching/screening powers and confiscation processes.
- **Requires:** Clear authorisation, witnessing/recording, respectful conduct, secure handling/return and family communication.
- **Our stance:** Use relational de-escalation first; search only when justified; maintain dignity and clear records.
- **Implementation example:** Search register capturing authoriser, witness, rationale, outcome and same-day contact.

Links: <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Restrictive Interventions, including use of reasonable force, in schools (effective 1 Apr 2026)

- **Means:** New DfE framework that places “reasonable force” within restrictive interventions, strengthening prevention, recording and parental reporting.
- **Requires:** Last-resort, necessary and proportionate use only; detailed incident recording and prompt parental notification; continual reduction focus.
- **Our stance:** We reduce restrictive practices year-on-year; each incident triggers a learning review and plan update.
- **Implementation example:** Post-incident review template with environmental adjustments and strategy changes.

Links: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

The Education (Independent School Standards) Regulations 2014

- **Means:** Legally binding standards for independent schools (quality of education; welfare/health/safety; premises; information; complaints; leadership).
- **Requires:** Fit-for-purpose behaviour/safeguarding policies, safe premises and compliant information/complaints handling.
- **Our stance:** Behaviour/PBS, safeguarding and complaints are mapped to Parts 1, 3, 7 and 8.

- **Implementation example:** Standards compliance matrix with evidence references and review dates.

Links: <https://www.legislation.gov.uk/ukxi/2014/3283>

Ofsted – Education Inspection Framework (Nov 2025)

- **Means:** Framework for inspection of non-association independent schools and FE & skills providers.
- **Requires:** Evidence of behaviour culture, personal development, safeguarding and leadership impact in triangulated form.
- **Our stance:** PBS impact is triangulated through data, learner voice and observation.
- **Implementation example:** Termly PBS dashboard feeding SEF and improvement plan.

Links: <https://www.gov.uk/government/publications/education-inspection-framework>

SEND Code of Practice: 0 to 25 Years (updated Sep 2024)

- **Means:** Statutory guidance for SEND across **schools and FE**; graduated response, co-production and access arrangements.
- **Requires:** Personalised planning (incl. behaviour support), reasonable adjustments and review cycles linked to learning access.
- **Our stance:** Behaviour support is integrated with SEND processes and curriculum access.
- **Implementation example:** Joint behaviour/SEND plan with regulation strategies, environmental adaptations and review dates.

Links: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Appendix B – Wales

Legislation, guidance and regulatory frameworks underpinning Positive Behaviour Support in Wales.

Keeping Learners Safe 2022

- **Means:** Statutory safeguarding guidance for all educational settings, including independent schools and FE.
- **Requires:** DSP arrangements, safer recruitment, recording/monitoring and effective multi-agency working aligned with behaviour/PBS.
- **Our stance:** PBS operates within robust safeguarding governance and early help pathways.
- **Implementation example:** DSP termly report linking behaviour trends to referrals and early help actions.

Links: <https://www.gov.wales/keeping-learners-safe>

Reducing Restrictive Practices Framework (Updated 2024)

- **Means:** National framework to reduce restrictive practices across education, health and social care, emphasising rights and prevention.
- **Requires:** Prevention/de-escalation first, oversight, recording/monitoring and continuous reduction planning at site level.
- **Our stance:** Restrictive practices are last resort; data-led reduction is expected.
- **Implementation example:** Site reduction plan with trend analysis and action tracking.

Links: <https://www.gov.wales/reducing-restrictive-practices-framework>

Exclusion from Schools and Pupil Referral Units (Apr 2024)

- **Means:** National guidance on lawful exclusions, processes and duties for schools/PRUs in Wales.
- **Requires:** Alternatives explored, timely notifications, compliant reviews and reintegration planning.
- **Our stance:** Exclusion is a last resort; PBS and reintegration underpin decisions.
- **Implementation example:** Exclusion log with reintegration plans and ALN considerations.

Links: <https://www.gov.wales/exclusion-schools-and-pupil-referral-units-pru>

Independent School Standards (Wales) Regulations 2024 (in force 14 Feb 2024)

- **Means:** Legal standards for **independent schools** in Wales (education, welfare/health/safety, leadership, information, complaints).
- **Requires:** Strengthened safeguarding (training/DBS cycles), rights-based practice and proprietor-level accountability for compliance.
- **Our stance:** Behaviour/PBS, safeguarding and complaints are mapped and evidenced against these Standards.
- **Implementation example:** Proprietor compliance tracker covering behaviour, safeguarding and complaints clauses.

Links: <https://www.legislation.gov.uk/wsi/2024/27/made>

Estyn – What and How We Inspect: Independent Schools (2024)

- **Means:** Estyn's inspection approach and evaluation areas for independent schools.
- **Requires:** Evidence of wellbeing/care/support/guidance, safeguarding culture, leadership and improvement.
- **Our stance:** PBS impact is triangulated through data, voice and observation within inspection areas.
- **Implementation example:** SEF sections cross-referencing PBS outcomes to Estyn inspection areas.

Links: <https://estyn.gov.wales/app/uploads/2024/08/What-and-how-we-inspect-independent-schools.pdf>

Estyn – What We Inspect: Independent Specialist Colleges (2024)

- **Means:** Inspection framework for **independent specialist colleges (post-16)** in Wales.
- **Requires:** Evidence on wellbeing, safeguarding effectiveness and learner support that aligns with PBS.
- **Our stance:** FE sites integrate PBS with ILPs/IDPs and post-incident learning reviews.
- **Implementation example:** Debrief outcomes feeding curriculum and support adjustments in learner plans.

Links: https://www.estyn.gov.wales/system/files/2024-07/What%20We%20Inspect%20-%20Independent%20specialist%20colleges%20-%202024_0.pdf

Additional Learning Needs (ALN) Code for Wales 2021

- **Means:** Statutory code for ALN/ALP across schools and FE; rights-based, person-centred planning and coordination.
- **Requires:** Early identification, IDPs, multi-agency collaboration and reasonable adjustments that also inform behaviour support.
- **Our stance:** PBS is personalised via IDPs and reviewed regularly with families and the multi agency team.
- **Implementation example:** IDP with regulation strategies, environment adaptations and review cycle.

Links: <https://www.gov.wales/additional-learning-needs-code>

Appendix B - Scotland

Legislation, guidance and regulatory frameworks underpinning Positive Behaviour Support in Scotland.

Included, Engaged and Involved – Part 3: Physical Intervention in Schools (Nov 2024)

- **Means:** National relationships- and rights-based guidance on physical intervention, restraint and seclusion in schools.
- **Requires:** Prevention/de-escalation first; last-resort use; recording/notification; post-incident support and learning review.
- **Our stance:** Sites track and reduce restrictive practices through reflective reviews and plan updates.
- **Implementation example:** Restrictive practice dataset with actions and governance oversight minutes.

Links: <https://www.gov.scot/publications/included-engaged-involved-part-3-relationships-rights-based-approach-physical-intervention-schools/>

National Guidance for Child Protection in Scotland (updated 2023)



- **Means:** National expectations for child protection processes; applies to all schools including independent.
 - **Requires:** Clear procedures, timely referral/strategy discussion, robust recording and oversight.
 - **Our stance:** Behaviour/PBS sits within GIRFEC-aligned safeguarding practice.
 - **Implementation example:** Child protection decision log cross-referenced to behaviour incidents and plan changes.
- Links:** <https://www.gov.scot/publications/national-guidance-child-protection-scotland-2021-updated-2023/documents/>

Getting It Right For Every Child (GIRFEC) — policy hub

- **Means:** National wellbeing approach (SHANARRI), planning and multi-agency coordination across services.
 - **Requires:** Child's plan/lead professional, proportionate information sharing and needs-led support aligned to behaviour regulation.
 - **Our stance:** PBS aligns to GIRFEC values and planning tools for consistency and voice.
 - **Implementation example:** Child's plan with co-produced regulation strategies and review chronology.
- Links:** <https://www.gov.scot/policies/girfec/>

How Good Is Our School? (HGios4) — HMIE landing (page updated 17 Dec 2025)

- **Means:** National **self-evaluation** framework used by inspectors; focuses on wellbeing/equality/inclusion and leadership for improvement.
 - **Requires:** Triangulated evidence of wellbeing, behaviour culture and leadership impact.
 - **Our stance:** PBS evidence is built into SEF (QI 3.1 and leadership QIs) with data, voice and observation.
 - **Implementation example:** SEF extracts with PBS impact statements and sampling plan for learning walks.
- Links:** <https://educationinspectorate.gov.scot/inspection-frameworks/hgios4/>

Included, Engaged and Involved – Part 2: Exclusions (2017)

- **Means:** National guidance to prevent and manage school exclusions, emphasising early intervention and reintegration.
 - **Requires:** Lawful processes, alternatives to exclusion and structured reintegration planning.
 - **Our stance:** Exclusion is a last resort; staged intervention and PBS lead decision-making.
 - **Implementation example:** Exclusion file with staged interventions, learner voice and reintegration outcomes.
- Links:** <https://www.gov.scot/publications/included-engaged-involved-part-2-positive-approach-preventing-managing-school/>