TCT School Positive Behaviour Policy **Mandatory Read for School staff.**	The Children's Trust For children with brain injury
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1   Introduction

This policy will provide the framework through which a positive school ethos for pupils learning and personal development can be created and sustained. A working partnership with families is essential to promote successful outcomes, as pupils who receive a consistent approach from school and home are most likely to develop strategies that lead to them managing their own behaviour with increasing independence.

2   Purpose and Objectives

At The Children's Trust School, our primary aim is to foster an environment where every child can thrive to their fullest potential. Our proactive and collaborative approach promotes a culture of respect, understanding, and empathy, ensuring that every individual feels valued, accepted, and

capable of success. We aim to ensure that the environment is carefully considered and staff interactions (e.g. tone of voice, body language used, communication methods etc.) support and promote positive behaviour. (Behaviour in Schools, DoE, 2024)

In our belief system:

• We view behaviour as a means of communication, emphasizing the importance of supporting children and young people in expressing themselves safely and effectively, utilising their preferred methods of communication.

• Our commitment extends to fostering a positive, safe, and nurturing environment for everyone involved—children and young people, their families, staff, and volunteers—where each individual is valued and respected.

• We prioritise the highest standards of safety, well-being, and quality of life for all the children and young people. By identifying the most suitable methods of support, we promote positive practices through non-restrictive approaches.

• We ensure that all staff members have the opportunity to gain insight into the individual needs of children and young people. Through collaboration with multidisciplinary teams, families, and professionals, we develop tailored strategies to support emotional regulation and positive behaviour management.

• Compliance with the statutory requirements of organisations such as the Care Quality Commission and OFSTED is paramount in our service delivery.

• Our commitment to excellence extends to delivering services in line with National Clinical Excellence Guidelines and KCSIE ensuring that our practices consistently meet the highest standards of care.

3   Definitions

The term 'behaviours of concern' may refer to:
- Behaviour that is not viewed to be appropriate to the developmental age or ability of the child or young person.
- Behaviour that limits the child or young person's ability to take part in their education.
- Behaviour that affects the relationships of the child or young person with their family, friends and other people.
- Behaviour that has a significant impact on the young person's ability to maintain positive social interactions/relationships and to participate in everyday activities.

4   Policy Statement

4.1   Understanding Behaviour as Communication

In our understanding, behaviour serves as a profound form of communication for the children and young people at our school. Through vocalisations, gestures, or actions, our students convey their needs, emotions, and preferences. We view each behaviour with empathy, recognising the individual stories they tell. Our commitment is to unravel these layers of communication, ensuring compassionate and insightful responses.

4.2 Principles of Zones of Regulation

The Zones of Regulation was developed by Leah Kuypers to support the development of self-regulation and emotion control skills. (The Zones of Regulation Curriculum ® by Leah Kuypers 2011, © Think Social Publishing, Inc.) The Zones of Regulation is a framework designed to help individuals, especially children, develop self-regulation skills and emotional awareness. The framework categorizes emotions and states of alertness into four color-coded zones, each representing a different level of emotional and sensory arousal.

4.3 Zones of Regulation at The Children's Trust School

Zones of Regulation at The Children's Trust School has been adapted for children and young people with a wide range of needs including complex education, health, therapy, and care requirements. This requires a personalized and flexible approach that takes into account the unique needs and abilities of each child and young person.

Creating a Zones of Regulation plan for the children and young people involves a thoughtful and collaborative process of information gathering, collaboration, formulation of Zone of Regulation plan, intervention to provide consistency across environments, monitoring and review. Regular assessment and collaboration with the multi-disciplinary team can help refine and adjust the approach as needed.

Staff training is a critical component when implementing interventions of Zones of Regulation. Staff will receive training to gain the knowledge and skills necessary to understand, implement, and support the Zones of Regulation plan.

4.4 Creating a Supportive Environment

At our school, we are committed to fostering a supportive and inclusive learning environment where every child and young person can thrive. Central to this commitment is the creation of an environment that nurtures a sense of belonging, acceptance, and safety for all.

We recognise the importance of providing structure and predictability for the children and young people. Routines help to create a sense of stability and security, which is essential for promoting positive behaviour and learning outcomes. Staff members work collaboratively to establish consistent routines, to provide a sense of predictability, reduce anxiety and facilitate smoother transitions between activities.

Sensory considerations are incorporated into learning spaces, with attention to lighting, noise levels, seating options, and sensory materials to accommodate diverse sensory profiles and promote comfort and engagement.

Through proactive and collaborative efforts, we strive to ensure that all students feel valued, respected and empowered.

4.5   Behaviour Support Strategies

At The Children's Trust School, we are dedicated to employing evidence-based behaviour support strategies. Using the principles of Zones of Regulation, our approach encompasses both proactive and preventive strategies to encourage a positive and safe environment, as well as reactive strategies to support behaviours of concern in a safe and respectful manner.

Proactive strategies focus on creating an environment that supports regulation and promotes positive wellbeing, and reduces the likelihood of triggers or stressors. Such strategies might include:

- Creating supportive relationships with familiar staff
- Providing choices and autonomy
- Considered environmental adjustments
- Establishing consistent routines

Reactive strategies are employed in response to behaviours of concern, with a focus on de-escalating situations, ensuring safety, and promoting respectful interactions. Such strategies might include:

- Staff members modelling calm and composed presentation
- Providing a safe and stable environment
- Providing sensory breaks
- Use of positive touch when appropriate

We collaborate with the multidisciplinary teams, including teaching staff, residential house staff, therapists and nursing staff, to develop and implement strategies. These are reviewed regularly as required.

We engage in reflective practices after incidents where behaviours or concern have been identified, to analyse triggers, identify patterns, and develop proactive strategies for preventing future occurrences.

4.6   Individualised Support Plans

Individualised support plans are tailored to address the unique strengths, needs, preferences, and challenges of each student. Children and young people with profound and multiple learning disabilities have complex and varied support needs that require personalised attention and intervention. Individualised support plans empower students to actively participate in their learning and development, fostering a sense of autonomy and self-determination.

The process for developing and implementing support plans involves input from the multidisciplinary team, who collaborate to develop an individualised plan to outline strategies and interventions. Staff members receive training and support to ensure consistent implementation of strategies across the school and residential house settings.

The "assess, plan, do, review" cycle is utilised to guide the development, implementation, and review of individualised behaviour support plans, to ensure responsiveness to progress and evolving circumstances.

4.7 Training and Professional Development

Continuous training and professional development are crucial for equipping staff members with the knowledge, skills, and strategies needed to effectively support the children and young people. At our school, we recognise the importance of ongoing learning to enhance the quality of education, health, therapy and care we provide.

By providing ongoing training and professional development of our staff members and providing regular integrated supervision, we aim to foster a skilled, knowledgeable, and empowered workforce capable of delivering high-quality support and care to the children and young people.

4.8 Restrictive Physical Intervention

The Children's Trust is committed to meeting the Restraint Reduction Network's training standards and continuously aims to reduce the use of restraint across the organisation by providing training, focusing on prevention, de-escalation and reflective practice. It is also recognised that the use of proportionate physical intervention, as a last resort, may be necessary when there is an immediate risk to child or staff safety due to risk behaviour.

5 Stakeholder Consultation

This policy was drafted collaboratively across The Children's Trust School team.

Equity, Diversity and Inclusion

The Children's Trust takes great pride in ensuring that diversity as well as equity and inclusion are at the forefront of our service development strategies. All staff involved in risk assessment must be capable of demonstrating cultural sensitivity and competence in relation to diversity including those relating to race, faith, age, gender, disability and sexual orientation. All staff involved in risk assessment must be capable of demonstrating an appropriate level of cultural sensitivity and competence (DOH, 2009). It is essential to stay open-minded about the potential for violence and self-harm or suicide – regardless of race and gender – and not to expect people to conform to basic stereotypes (DOH, 2009). Staff are encouraged and provided opportunities to reflect on their assumptions about people from diverse groups within society and think about any judgements of risk that they are making about people from these groups. Reflective practice, integrated supervision and a team forum are also crucial resources available to provide accessible knowledge to equity, diversity and inclusion.

6 Related Policies and Procedures

The following policies and procedures stated below support the effective application of this policy and SOP:

- School child protection and safeguarding Procedure
- Child protection and safeguarding policy
- Mental Capacity Act, Best Interest and Deprivation of Liberty Safeguards Policy
- Restrictive Physical Intervention, Clinical Holding, and Therapeutic Equipment Use Guideline
- Positive Touch Policy

7 External References and Guidance

The following external resources and guidance were consulted in drafting this policy and SOP:

- Keeping Children Safe in Education (Department of Education)
- Working Together to Safeguard Children (Department of Education)
- NHS England, Stop the Over Medication of People with a Learning Disability (2016)
- NHS England, Transforming Care and Commissioning Group, Winterbourne View: Time for Change (2014)
- National Institute of Clinical Excellence (NICE), Challenging behaviour and learning disabilities: Prevention and interventions for people with learning disabilities whose behaviour challenges (2015)
- World Health Organisation, Prevention and Promotion in Mental Health (2002)
- BILD, PBS Helpline Resources: Understanding Behaviour
- Zones of Regulation
- The Challenging Behaviour Foundation

Standard Operating Procedures (SOP)

1 Roles and responsibilities

All staff have a duty of care and responsibility to support a culture of positive behaviour across the Trust.

1a   All staff are responsible for:

- Familiarising themselves with individual support plans for the children and young people that they are working with.
- Supporting the children and young people with their emotional states by following their individualised plans and ensuring they feel listened to and understood.
- Providing knowledge and feedback to teachers and the multidisciplinary team to provide consistent implementation of positive behaviour support strategies.
- Making necessary referrals to Mental Health Lead, class teacher, therapy team or house manager.

1b   All teachers are responsible for:

- Ensuring the implementation of behaviour support plans within the school setting.
- Contributing to the development and reviewing of individualised behaviour support plans.
- Collecting information using the relevant forms to document any changes in the child or young person's presentation or emotional state.
- Liaising with parents, carers, and social workers in relation to sharing information relevant for developing and reviewing behaviour support plans where necessary.
- Participating in ongoing training and professional development opportunities related to behaviour support, communication strategies and the Zones of Regulation approach.

1c   The School Mental Health Lead is responsible for:

o   Ensuring the Positive Behaviour Policy is implemented through a whole school approach and integrated into the school's culture and practices.

o   Coordinating multidisciplinary and "Team around the Child" meetings to support the needs of the children and young people, and to develop, assess, and review individual behaviour support plans and strategies.

o   Ensuring individual behaviour support plans are documented in the child or young person's clinical records and reviewed where necessary.

o   Communicating with and referring to external professional services where necessary.

o   Providing ongoing support and supervision to staff, facilitating professional development opportunities, and ensuring adherence to the policy.

o   Overseeing the monitoring and evaluation of the policy's effectiveness and considering improvements and adjustments.

o   To celebrate successes and highlight good practice.

1d   The School Therapists are responsible for:

o   Providing professional guidance, advice, and strategies to support the emotional needs of the children and young people.

o   Conducting necessary assessments to provide further knowledge and information regarding the needs of the children and young people.

o   Attending multidisciplinary meetings regarding behaviour support and collaborating with relevant professionals.

o   Providing further specialist support in the event of escalation of behaviours that challenge.

o   Implementing interventions and strategies to support positive behaviour and effective communication.

o   Providing advice and guidance to staff and support best practices and evidence-based strategies.

o   Facilitating training for staff on relevant topics, including the Zones of Regulation approach.

1e   The Nursing and Care Team are responsible for:

o   Collecting information using the relevant forms to document any changes in the child or young person's presentation or emotional state.

o   Ensuring information regarding children and young people's emotional and behaviour needs are handed over to the team taking over the shift and escalated to the relevant teams where necessary.

o   Considering how any changes in health and medical needs of the children and young people may potential impact their emotional and behaviour needs.

o   Collaborating with the multidisciplinary team to ensure consistent and integrated support for children and young people.

o   Maintaining open and regular communication with the multidisciplinary team, including sharing observations and insights that can help inform positive behaviour support strategies.

1f The School Management Team are responsible for:

- o Allocating resources, including time, staff, and materials, necessary for the effective implementation of the policy.

1g The House Managers are responsible for:

- o Ensuring house compliance with the policy and SOP.
- o Contributing to the development and reviewing of individualised behaviour support plans.
- o Ensuring allocating of resources, including time, staff and training, necessary for the effective implementation of the policy.

1h The Clinical Support and Education Team (CSET) are responsible for:

- o Providing necessary and relevant training to ensure staff can best meet the emotional and behaviour needs of the children and young people.

1i The Lead and Duputy DSL's are responsible for:
- o Safeguarding and child protection (including online safety).
- o To provide support and advice when any changes in behaviour and concerns may be related to safeguarding and child protection.

1j Director of Therapies and Education and Headteacher are responsible for:
- o Taking overall responsibility to ensure this policy is adhered to.

1k Educational Governance Committee are responsible for:
- o Ensuring effective use of policies.

2 School Positive Behaviour Process/ Procedure

Implementing the School Positive Behaviour Policy involves a structured whole-school approach to ensure consistency and effectiveness. All incident and risk-related episodes and decisions must be recorded on IRAR. This section describes the positive behaviour support process in detail by describing the tasks, documents, and templates that support those responsibilities.

2a Initial Assessment and Observations

- o Comprehensive assessments and observations will be conducted to understand the presentation and behaviour needs of each child and young person when in a variety of emotional states and environments.
- o Further assessments, such as, environmental audits, psychotherapy assessments and psychological assessments may also be necessary.

o   ABC charts (Appendix 3) will be initiated and completed to document and help identify what the function of a behaviour might be.

2b   Development of Individual Positive Behaviour Support Plans

o   Multidisciplinary meetings or "Team around the Child" meetings will be held to bring together staff to share knowledge and begin to develop an individualised Positive Behaviour Support Plan.
o   The Positive Behaviour Support Plan will use the Zones of Regulation approach to formulate and present the necessary information.
o   The team will use the Zones of Regulation template (Appendix 2) to document knowledge of:
   o   How a child or young person may present in differing emotional states.
   o   What strategies can be used to support a child or young person when in each state, to ensure they feel safe, heard, and supported.
o   Identify any necessary supplementary interventions and evidence-based strategies tailored to the individual child or young person's needs.

2c   Staff Training

o   Relevant training sessions will be organised for all staff members on the principles and practices outlined in the Positive Behaviour Policy, including positive behaviour support strategies, communication techniques, and the Zones of Regulation framework.
o   Continuous professional development opportunities will be provided to keep staff updated on the latest research, best practices, and tools for supporting behaviour support.

2d   Implementation of Individual Positive Behaviour Support Plans

o   Staff members will refer to and consistently apply strategies outlined in the individualised behaviour support plans.
o   Staff will regularly monitor the behaviour and emotional states of the children and young people, and document changes, challenges, and any adjustments made to the support plans.
o

2e   Regular Supervision

o   Staff will have access to regular supervision sessions where they can discuss their experiences, challenges, and successes in implementing the behaviour support plans.

2f   Review and Evaluation

o   Individual behaviour support plans will be continuously assessed to monitor effectiveness.
o   Review meetings with the multidisciplinary team will be held to evaluate progress, discuss outcomes, and make necessary adjustments to the plan.
o   Based on the review meeting outcomes, the behaviour support plans will be updated to better meet the evolving needs of the individual child or young person, and ensure the strategies remain effective.

2g   Family, Carer and Social Worker Involvement

- Staff will maintain communication with families, carers and social workers, providing them with regular updates on their child or young person, and involving them in the review and adjustment process.

2h   Policy Compliance and Documentation

- Staff will maintain accurate and comprehensive records of all assessments, plans, interventions, and reviews to ensure compliance with requirements and facilitate effective monitoring.
- The Positive Behaviour Policy will be periodically reviewed and updated to reflect new insights, research findings, and feedback from staff and families.

Document Change Control

Version	Status	Description (of changes)	Reviewed by	Reviewed/ Issued Date
0.1	Draft	To extract school policy from organisation policy	Critical readers from across TCT	
0.2	Draft	Amended to include SOP	Critical readers from across TCT	
0.3	Draft			
1.0	Final			

Appendix 1 – Stakeholder Engagement Checklist

Review and complete the following checklist to indicate which stakeholders were consulted in the development of this policy.
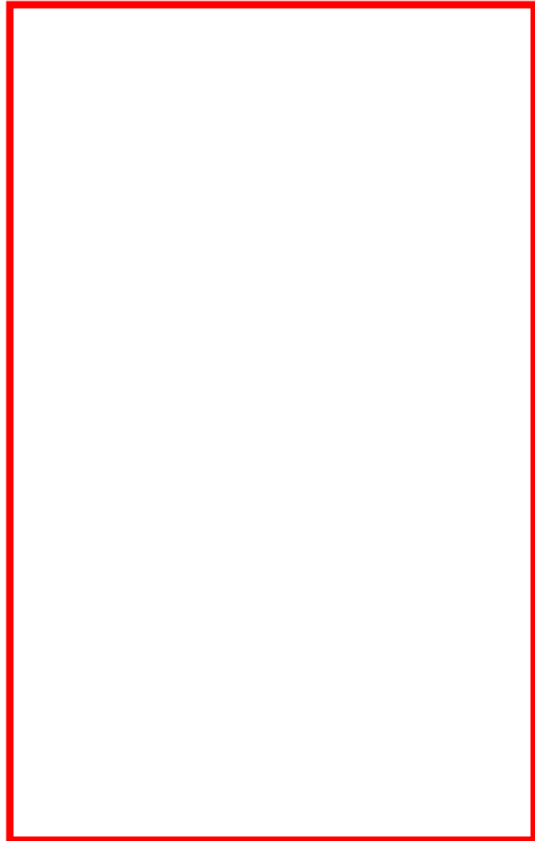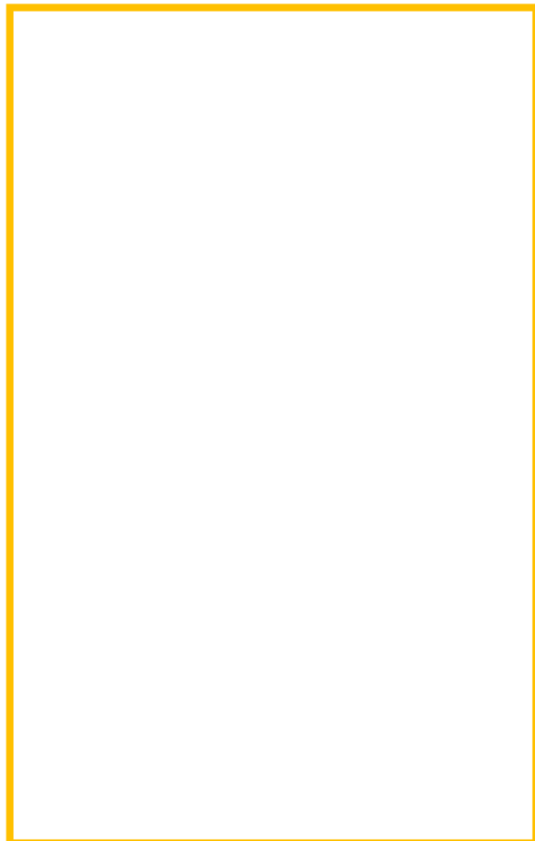
#	Question	Yes/ No	Stakeholder(s) to be consulted
1	Is there a statutory requirement to have in place this particular policy/ does the policy need to comply with detailed legislation?		Audit, Risk and Governance team
2	Is implementation of the policy (or any element of it) dependent on the use of new or existing information technology?		Head of IT
3	Does implementation of the policy (or any element of it) place any demands on/ or affect the activities of the Estates and Facilities teams (e.g. does it impact the provision or maintenance of premises, equipment, vehicles or other TCT assets)?		Head of Estates
4	Does implementation of the policy or any element of it involve/ impact the processing of personal data?		Data Protection Officer
5	Does implementation of the policy require significant unbudgeted operational or capital expenditure?		Finance Director
6	Does implementation of the policy (or any element of it) directly or indirectly impact on the delivery of services / activities in other areas of the organisation? E.g. a policy written by a clinical lead in CF&S might impact on the delivery of care for CYP attending the School.		Relevant, impacted OLT members
7	Is there a need to consider Health and Safety or potential environmental impacts in developing and implementing the policy?		Health and Safety Manager
8	Have you consulted with a representative of those who will be directly impacted by the policy?		
9	Is there a need to consider Equity, Diversity and Inclusion in developing and implementing the policy?		EDI Lead
10	Is there a need to consider sustainability and potential environmental impacts in developing and implementing the policy?		Lead for Responsible Organisation
11	Please detail any other stakeholder groups consulted, if applicable.		

Appendix 2 – Zones of Regulation Template

What do I look like?

[Happy, content, relaxed, alert, focussed, regulated] •	[Highly anxious, panicked, frightened, angry, enraged, feel and be unsafe, feel out of control]
[Sick, tired, exhausted, bored, sad, depressed] •	[Anxious, worried, excited, frustrated, feel unsafe, feel some loss of control]

What can help me?

Appendix 3 – ABC chart

Link to document: http://theloop/Interact/Pages/Content/Document.aspx?id=8134

The Children's Trust
For children with brain injury

ABC Chart - Universal

Child's name: _____ DoB: _____ House: _____

TCT no: _____ NHS: _____ Page no: _____

This document should be recorded in order for psychologists to monitor behaviours, look for patterns/trends and to inform positive behaviour support plans. **If starting ABC recording please notify the psychology team**

Date and Time	Location *Where were you?* *Who was present?*	Antecedent *What happened before?* *What had you/young person been doing?* *How was the environment e.g. loud/quiet/busy/limited activity/task or activity*	Behaviour *What did the young person do?* *What did the behaviour look like? e.g. hitting out, throwing, crying etc*	Consequence *What did you/others do in the response to behaviour?* *How did the young person respond?* *e.g. changed activity, reassurance given, humour, changed staff member*	Documentation Who completed the ABC and has information been handed over (if required)
					Staff Name: IRA Completed- Y/N Shift leader informed- Y/N Family Informed- Y/N Psychosocial Informed: Y/N
					Staff Name: IRA Completed- Y/N Shift leader informed- Y/N Family Informed- Y/N Psychosocial Informed: Y/N
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