



Positive Behaviour Support Policy

THIS DOCUMENT IS AN APPENDIX TO THE MAIN OVERARCHING POLICY HELD BY
NEXUS MULTI ACADEMY TRUST

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Review Cycle	Annual
Review Date	October 2026

An academy within:



“Learning together; to be the best we can be”

1. Statement Of Intent

- 1.1. Endeavour Academy believes that it is important to establish a safe, secure and positive environment to enable students to grow and be the best they can be. To achieve this, we adopt a positive behaviour support ethos (PBS) but also recognise that behaviours of concern may require physical intervention or restrictive physical intervention. PBS is a values-led approach that aims to improve the quality of a person's life and that of the people around them
- 1.2. Endeavour Academy is committed to the recently agreed Nexus Trust Core Principles:
- An understanding that behaviour is a form of communication
 - Endeavour Academy is a safe place to make mistakes where every day is a new day
 - A restorative approach applied consistently
 - We work to students becoming functioning members of society
- 1.3. This policy should be read alongside the Nexus Behaviour Management Policy

2. Legal Framework

- 2.1. This policy has been written in accordance with all relevant legislation and statutory guidance including, but not limited to:
- Behaviour in schools. Advice for headteachers and school staff (February 2024)
 - Suspension and permanent exclusion guidance (August 2024) The Education Act 2011
 - The Children's Act 1989
 - The Equality Act 2010 DfE (2013) Use of reasonable force in schools
 - Government (2018) Working Together to Safeguard Children
 - Government (2025) Keeping Children Safe in Education
 - HM Government (2019) Reducing the Need for Restraint and Restrictive Intervention

3. Roles & Responsibilities

Local governance

- 3.1. Monitor the implementation of the policy on behalf of Trust Board of Directors.

Headteacher

3.2. The Head Teacher is responsible for:

- Handle any allegations of abuse
- Respond to any parental complaints from pupils or parents regarding physical intervention (PI) or restrictive physical interventions (RPI)
- Identify reasons and circumstances where PI or RPI may be used
- Ensure all members of staff understand a Positive Behaviour Support (PBS) ethos
- Support the functional assessment of behaviours of concern.

Positive Behaviour Support Coordinators

3.3. A Positive Behaviour Support Coordinator is responsible for:

- Lead Team Teach training
- As a Positive Behaviour Support Coach, train, upskill, empower and support the staff workforce to ensure that children and young people facing barriers to learning due to their behaviours of concern are able to excel and succeed in their learning through the co-production of positive behaviour support plans
- To work in classes in the role of a TA for a proportion of the week to model positive behaviour support to class teams
- To manage a case load of students in accordance with a referral process
- To complete functional assessments to identify the function of behaviours of concern
- Supporting the listening and learning of students and staff, analysing and monitoring incidents where Team Teach techniques have been used.
- To develop positive working relationships with staff, agencies, families and all stakeholders to promote a quality of life for students through a positive behaviour support ethos.

Staff

3.4. Staff will:

- Adhere to this policy
- Model a positive behaviour approach
- Co-produce Positive Behaviour Support Plans
- Promote a high-quality supporting learning environment.
- Ensure each day is a new day for all children
- Implement a restorative approach across school

4. Definitions

Positive Behaviour Support

4.1. Positive Behaviour Support (PBS) is about working in partnership with people, treating them with dignity and respect and enabling them have a better life. All behaviours have a meaning. Positive Behaviour Support aims to understand what behaviours of concern tell us so that the person's needs can be met in better ways. The way the person is supported often has to change to achieve this and this needs to be regularly reviewed by all the people involved. Positive Behaviour Support is an approach that puts the person at the centre to make systems work for the person. We give the right support at the right time so people can thrive to their potential.

Restorative Practice

4.2. We are a non-punitive, sanction-free school who use consequences as part of a restorative approach. We seek to resolve conflict, promote empathy, restore positive relationships.

4.3. Reduce, prevent and improve behaviours of concern.

Physical Intervention (PI)

4.4. Physical intervention is a supportive, non-restrictive strategy used by adults. It could be used for a variety of reasons e.g. a student may display behaviours of concern so be guided to a place of safety.

Restrictive Physical Intervention (RPIs)

4.5. When de-escalation techniques have been unsuccessful or there is an emergency situation presented within a school to keep a child or children safe, then staff may choose to utilise positive handling techniques.

4.6. Restrictive Physical Intervention is restricting movement and mobility to disengage a student from creating significant harm to themselves, others or creating significant damage to property. Any RPIs must be reasonable, proportionate, necessary and in the best interest of the student taking place as a last resort for the least amount of time with the least amount of force. Any approved Team Teach RPIs used should be agreed by PBS coordinators because it's not a 'one size fits all' approach. Consideration needs to be given to context, physicality and medical needs i.e. brittle bones etc. Such techniques seek to



avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe.

5. Staff Training

5.1. As part of the induction process staff will receive an introduction to PBS. Within the probation period staff will also attend Team Teach training. The PBS Coordinators will lead termly staff training sessions focusing on the PBS ethos, modelling and refreshing any Team Teach RPIs.

6. Positive Behaviour Support Plans

6.1. All students will have a Pupil passport (see appendix 1 & 2). This is a working document that will be reviewed and signed annually by students (where relevant), families and school during the annual review process. Over the coming year the transition to pupil passport will introduce and incorporate: proactive strategies, triggers, de-escalation strategies and reactive strategies, in conjunction with a student’s zone of regulation.

7. Reporting Incidents

7.1. A detailed written report of behaviours of concern will be completed using CPOMS detailing: antecedents, confirmation the PBS plan was used including de-escalation strategies, PIs used, RPIs with confirmation that parents have been informed.

8. Post Incident Support

8.1. Following an RPI staff can request the ‘Recovery Phase’ to be facilitated by PBS Coordinators. All RPIs must be reported to families on the day of the RPI. All RPIs must be recorded on CPOMS within 24 hours of the incident occurring. A post incident de-brief for any significant RPI will take place within 48 hours led by PBS Coordinators or PBS Coaches who were not involved in the incident.



9. Complaints

- 9.1. All members of staff will be made fully aware of the consequences and legal retributions that can occur following the incorrect use of PI and RPI. All complaints regarding the use of PI or RPI will be investigated in a thorough and speedy manner, in line with the processes outlined in either the Trust's complaints policy or the Trust's undertaking workplace investigations policy.

Appendix A

Pupil Passport Tiles

Pupil passport tiles

<p>A summary of my needs:</p> <p>Type and press enter to add the list entry</p>	<p>My exam access arrangements:</p> <p>Type and press enter to add the list entry</p>
<p>What is important to me?</p> <p>Type and press enter to add the list entry</p>	<p>My likes and dislikes:</p> <p>Type and press enter to add the list entry</p>
<p>What I can do well:</p> <p>Type and press enter to add the list entry</p>	<p>Key things you need to know:</p> <p>Type and press enter to add the list entry</p>
<p>How best to support me:</p> <p>Type and press enter to add the list entry</p>	<p>My hopes and aspirations (Preparation for adulthood)</p> <p>Type and press enter to add the list entry</p>

Appendix B Zones of Regulation

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Zones of Regulation	My Behaviour	Strategies to try First	Other strategies to try	What can I do to help
Green	Calm, polite, helpful, visibly happy, smiling, enthusiastic and willing to learn and positive interactions with peers	Clear directions or instructions which often need breaking down so he can process them easier, letting him know what's happening that day	If changes are going to happen social stories help [redacted] and as much notice as possible of these changes	Engage in conversation with [redacted] regular check in's as he doesn't like to feel forgotten about, he likes to receive praise and encouragement
Blue	May be a quieter than usual, facial expressions may change to indicate he isn't happy, may be reluctant to follow instructions or directions	Break down task into small segments to make it easier to process instructions or directions, talk to him in a clear and calm way, movement break	Time with <u>Berty</u> (therapy dog), build some <u>lego</u> , where possible allow him on the computer to play a game	Reassure and stay calm when talking to [redacted] check his understanding of what has been said by repeating instructions back to staff, allow him to talk
Yellow	Can't sit still, may wander around, may attempt to engage with peers in a negative way to entice reactions, may refuse to follow instructions/directions, may swear under his breath	Movement break, engage in conversation that he will be interested in (spider man), intervention room to watch episodes of spiderman, give him a choice on what he can do	Talk to [redacted] to discuss how he is feeling, use zones of regulation, humour, time with <u>Berty</u> , time on the computer where appropriate	Validation on how he is feeling, reassurance, very little demands should be placed on him at this time as this can cause him to feel overwhelmed and result in him escalating further.
Red	Shout at staff or peers who he feels may have upset him, may attempt to grab staff or	Calm and reassuring talk, verbal prompts to lower voice can sometimes be	Change of face as long as [redacted] has chosen to go to the different member of staff,	Stay positive and calm to help [redacted] co-regulate, validate his feelings, small but clear

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Appendix B Zones of Regulation

A ZONE **CHANGE** is COMING either . . .

To the calmer **Green Zone**



Or to the out of control **RED ZONE**



Blue Zone	Green Zone	Yellow Zone	Red Zone
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The **RED Zone** is



The **RED Zone** is

OUT OF
control



In the **RED ZONE**, you may feel angry or mad,
terrified, elated,
or out of control.
You may feel like
yelling or hitting.



Appendix B Zones of Regulation

Mad or angry may look like this ...



Out of Control "Too Silly" may look like ...

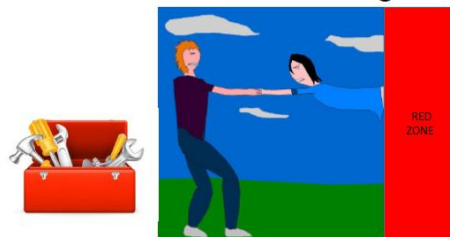


In the **RED ZONE**,
your body engine is
running on **high speed**.





You have trouble making
good decisions and must **STOP**.



If you are stuck in a **ZONE**,
then use a tool to change the zone.



The ZONES of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Mean Terrified Yelling/Hitting Out of Control</p>

THE ZONES OF REGULATION®



The graphic illustrates the four zones of regulation with their respective signs and tool boxes. The background is a colorful landscape with a blue sky, yellow and green hills, and a blue base.

Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools
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Appendix C Referral to the Positive Behaviour Support Coordinators

*Adapted from The
Communication
Trust 'Cracking the
Code'*



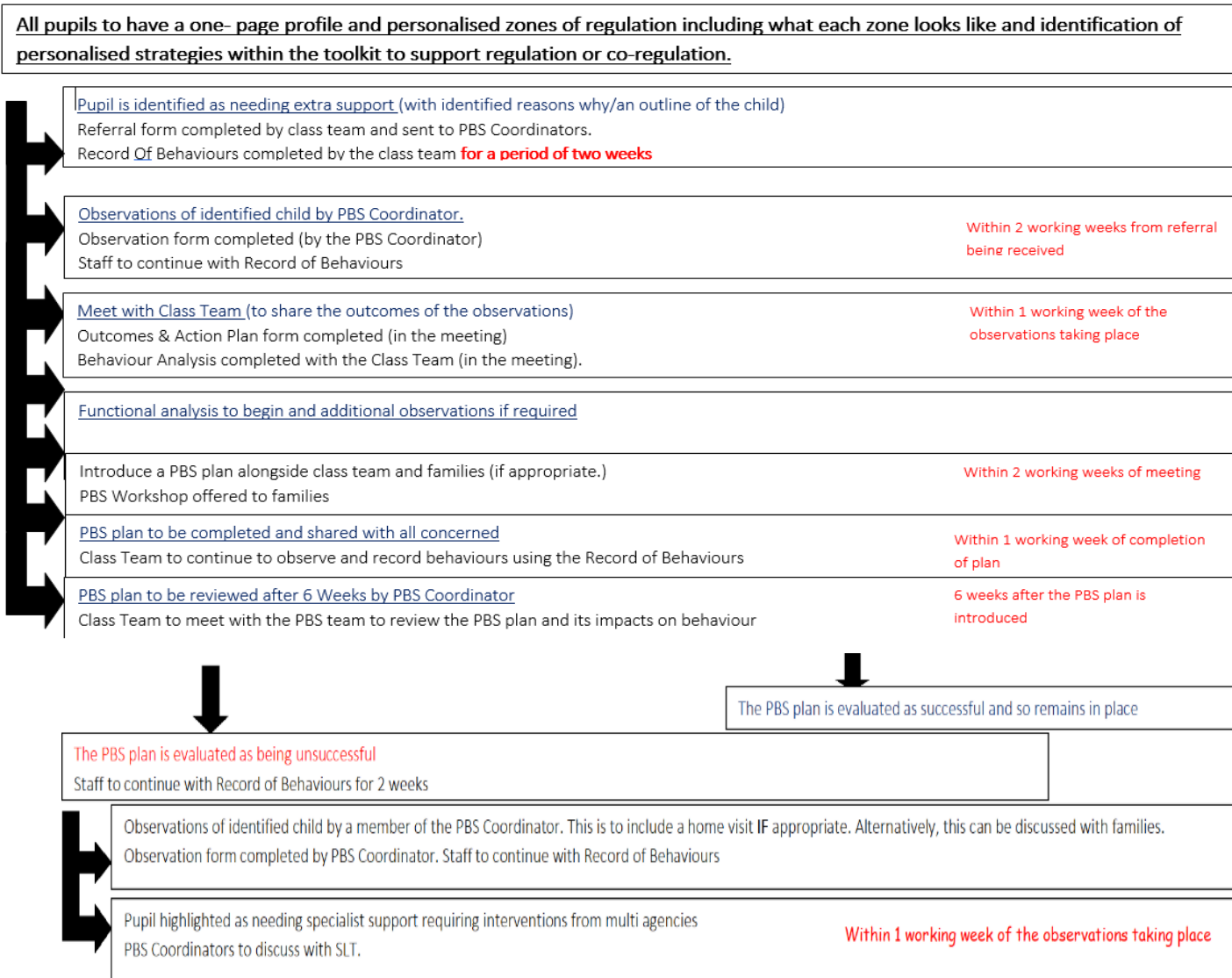
A small number of students will need specialist support requiring intervention from multi agencies e.g. CAMHS, Educational Psychology or Psychiatry. We will liaise with the relevant agencies to support a reduction in behaviors of concern.

Some students will need targeted support from the Positive Behaviour Support Coordinators. This will involve a referral process adhering to a timely intervention. The PBS Coordinators will complete a functional assessment of behaviours of concern to date, complete observations, liaise with family and propose the introduction of a Positive Behaviour Support Plan

All students have a One Page Profile and personalised zones of regulation including what each zone looks like and identification of personalised strategies within the tool kit to support regulation or co-regulation

Appendix C Referral Pathway

PBS Referral Pathway





Appendix D
Positive Behaviour Support Team Referral Form



Child's name:	Date of referral request:
Year group/class:	Referral requested by:
Please outline the reasons for referral, including any identified behaviours of concern:	
To be completed by PBS Coordinators:	
Actions/ Support offered:	



Appendix D
Positive Behaviour Support Team Referral Form



Actions completed by: _____ Date: _____