

The Harington Scheme

Positive Behaviour Support (PBS) Policy

1. Policy Statement and Purpose

Harington is committed to creating a safe, positive, and inclusive environment where all students are valued, respected, and supported to achieve their potential.

This policy sets out how Harington promotes positive behaviour through a person-centred, trauma-informed, and restorative approach underpinned by the principles of Positive Behaviour Support (PBS).

We recognise that behaviour is a form of communication and that all behaviour serves a purpose. Our goal is to understand and meet the underlying needs behind behaviour, enabling students to learn self-regulation, independence, and social confidence in preparation for adulthood.

This policy applies to all staff, volunteers, trustees, students, and visitors across all activities and settings connected with Harington.

2. Aims and Objectives

At Harington, we promote a consistent and positive approach to behaviour that supports all students to develop self-regulation, independence, and social understanding. Through proactive planning and supportive interventions, we aim to reduce behaviours of concern while ensuring that every student experiences a safe, inclusive, and nurturing learning environment.

3. Legal and Statutory Framework

This policy is informed by and aligns with:

- SEND Code of Practice (2015)
- Equality Act (2010)
- Human Rights Act (1998)
- Children and Families Act (2014)
- Mental Capacity Act (2005)
- Keeping Children Safe in Education (2026)
- BILD Act and Code of Practice (2024)
- Team Teach Principles and Guidance

It should be read alongside related Harington policies:

Safeguarding and Child Protection
Appropriate Touch
Equality, Diversity and Inclusion
Health and Safety
Staff Code of Conduct
Complaints and Whistleblowing
Mental Health and Wellbeing

4. Ethos and Guiding Principles

At Harington, we believe that all students have the right to be treated with dignity, kindness, and respect, and to learn and participate in a safe and calm environment. We are committed to providing support that reflects each student's individual strengths and needs, while ensuring that their voice is heard and that they are actively involved in decisions that affect them.

Our approach is built upon the following principles:

Person-Centred: Each student's needs, preferences, and goals are central to planning and support.

Positive And Proactive: We aim to prevent behaviours of concern through understanding, environmental adaptations, and skills-building.

Trauma-Informed: We recognise that past experiences and anxiety may influence behaviour.

Restorative: We use reflection and dialogue to repair relationships and rebuild trust after incidents.

Collaborative: We work in partnership with students, families, and professionals to provide consistent, holistic support.

5. Understanding Behaviour

Behaviour is a form of communication that reflects a person's needs, emotions, and experiences. "Behaviour of concern" refers to behaviour that challenges the wellbeing or safety of the individual or others, or that interferes with learning or inclusion.

Contributing factors may include communication difficulties, sensory sensitivities, environmental stressors, mental health needs, trauma or anxiety, physical health issues or medication, and changes in routine or transition periods.

Staff are expected to use observation, discussion, and reflective practice to identify triggers and patterns of behaviour. Functional assessment and individualised support planning underpin all PBS work.

6. Proactive and Preventative Strategies

We focus on creating conditions in which positive behaviour can flourish by building positive, trusting relationships with students, providing predictable routines and clear communication, and using visual support, social stories, and structured choices. We also adapt environments to reduce sensory overload and stress, support students to develop emotional literacy and self-regulation, and implement individual Positive Behaviour Support Plans (PBSPs) that are co-produced with the student and their circle of support. Positive behaviour is reinforced through encouragement and recognition rather than sanctions.

Positive Interactions and Reinforcement

Staff use positive, respectful language and reinforce effort, participation, and progress. Recognition, not reward systems, should motivate intrinsic growth. Staff actively listen, use calm tone and body language, and avoid punitive or shaming responses. Positive interactions underpin all PBS practice and help maintain a culture of respect and safety.

Individual Positive Behaviour Support Plans (PBSPs)

Each PBSP includes the student's strengths, preferences, communication methods, known triggers, proactive strategies, and crisis management steps (if relevant). PBSPs are co-produced with students, families, and professionals, and reviewed termly or as needed.

7. Responding to Behaviour of Concern

Our approach emphasises early intervention and de-escalation.

a. Early Recognition

Staff are trained to identify signs of anxiety or distress and respond promptly using low-arousal communication and supportive strategies.

b. De-escalation

De-escalation techniques may include offering time and space, adjusting demands, distraction, use of calm areas, and reassurance through preferred communication methods.

c. Restrictive Physical Intervention

Physical intervention will only ever be used as a last resort, when necessary to prevent harm to the student or others, or to prevent serious damage to property. Any intervention must be proportionate, reasonable, and in line with Team Teach principles. Only staff who are trained and accredited in Team Teach may use physical intervention techniques; however, we recognise that all staff have the right to use reasonable force where absolutely necessary in an emergency situation. All incidents must be recorded, reported to senior staff, and reviewed promptly.

d. Post-Incident Support and Reflection

After any incident, debriefing takes place with both staff and students, focusing on wellbeing, reflection, and learning. Restorative conversations are encouraged to repair relationships and promote understanding.

8. Recording, Monitoring, and Reviewing

All incidents of behaviour of concern, physical interventions, or near misses must be recorded on Databridge and parents/carers would be notified within 24 hours.

The Senior Leadership Team monitors all records to identify trends, triggers, and training needs. Regular data analysis supports continual improvement and reduction in restrictive practices. Any restraint should also be logged in a bound and numbered book under the 2006 Education Inspections Act.

Students' individual PBSPs will be reviewed termly or sooner if behaviour patterns change. Summaries are shared with parents/carers and relevant professionals as appropriate.

Learner Feedback and Co-Production

Feedback from students is actively sought following incidents and reviews to inform improvements in support planning and practice.

This ensures student voice remains central to the continuous development of PBS practice.

9. Roles and Responsibilities

Trustees are responsible for approving, monitoring, and reviewing this policy annually, and for ensuring that it complies with legal requirements and aligns with safeguarding and equality duties.

The Senior Leadership Team is responsible for ensuring consistent implementation of this policy and providing appropriate support to staff. They oversee training, incident monitoring, and debrief systems, and report key trends and developments to the trustees.

Staff and volunteers are expected to build positive relationships with students and apply the Positive Behaviour Support approach consistently. They must follow individual Positive Behaviour Support Plans (PBSPs) and risk assessments, record and report incidents promptly, and reflect on and learn from their practice.

Students are supported to understand their rights, responsibilities, and strategies for emotional regulation, and are encouraged to contribute to the development of their own support plans.

Parents and carers are valued partners in helping us to understand their young person's needs and to support consistency between home and The Harington Scheme.

10. Partnership and Collaboration

Harington works in partnership with families, external professionals (e.g. speech and language therapists, educational psychologists, social care), and advocacy services to ensure consistency and holistic support for students.

11. Training and Professional Development

All relevant staff must complete PBS and Team Teach training appropriate to their role. Refresher sessions take place annually or sooner if required.

Additional ongoing professional development includes:

- Autism and communication
- Sensory processing
- Trauma-informed practice
- Restorative approaches
- Safeguarding and mental health awareness

Reflective practice sessions are used to share learning from incidents and support continuous improvement.

Positive Behaviour Support (PBS) is embedded into the culture and daily practice of Harington, reflecting our shared commitment to supporting all students in a compassionate, inclusive, and person-centred way.

12. Monitoring, Evaluation, and Review

The effectiveness of this policy will be evaluated through:

- Regular review of incident data and student outcomes.
- Staff and student feedback.
- Observation and supervision outcomes.
- Annual policy review by trustees.

Findings from monitoring inform updates to training, curriculum design, and the learning environment.

Appendix A – Summary of Procedures

Recording:

An ABC form is completed following an incident.
All incidents recorded on Databridge and in a bound book
All incidents reported to parent/carer
Include antecedent, behaviour, consequence, and reflection.

Debriefing:

Conducted as soon as practical by a senior staff member.
Focus on wellbeing, emotional processing, and learning for future.

Review:

Senior Leaders review all incidents.
Updates made to PBSPs, and risk assessments as needed.

Flow of Support:

1. Prevent → 2. Respond → 3. Reflect → 4. Review