

Beverley Park

Positive Behaviour Support Policy

School	Beverley Park Assessment and Intervention Provision
Governing Body	Park End Primary School
Policy Owner	Katie Ives (Deputy Head Teacher)
Date Approved	01/09/2026
Review Date	31/08/2027
Purpose of the Policy	This policy outlines the principles and procedures through which behaviour is understood, supported and safely managed within Beverley Park. Beverley Park is a specialist provision for pupils aged 5-11 presenting with significant social communication differences including autism and speech, language and communication needs. The behaviour framework reflects the specialist and neurodevelopmental profile of the pupils attending the provision. The purpose of this policy is to: • Promote a safe, structured and supportive learning environment • Ensure behaviour is understood within an autism informed framework • Provide clarity and consistency for staff • Safeguard pupils and staff • Ensure compliance with statutory guidance This policy operates alongside Park End Primary School's Behaviour and Safeguarding Policies.
Legal and Statutory Framework	This policy is informed by: • Education Act 1996 • Education and Inspection Act 2006 • Equality Act 2010 • SEND Code of Practice (2015) • Keeping Children Safe In Education • DFE guidance on the use of reasonable force.
Behaviour as Communication	At Beverley Park, behaviour is understood as communication. All behaviour serves a function and may reflect unmet need, sensory dysregulation, communication breakdown, anxiety, cognitive rigidity or emotional overload. Within this specialist context, behaviours of concern are not viewed as deliberate defiance but as indicators of skill deficit or distress. A sanction-based approach is not appropriate within the provision. Staff are required to adopt a formulation led model grounded in positive behaviour support. The focus is on understanding, prevention and skill development.

Preventative and Environmental Practice	Prevention forms the foundation of behaviour support. The learning environment is structured, predictable and visually organised. Dual coded instruction is embedded throughout teaching. Language demands are carefully managed in line with pupils' receptive profiles. Sensory regulation opportunities are integrated into the daily timetable rather than used solely as reactive measures. Staff are expected to identify early indicators of dysregulation and intervene proactively. The objective to reduce anxiety and prevent escalation wherever possible
Functional Behaviour Assessment	Where behaviours of concern are identified, a Functional Behaviour Assessment (FBA) must be undertaken. The FBA identifies the antecedents, behaviour and consequences in order to determine the underlying function. This assessment process ensures intervention is evidence informed and tailored to the pupil's specific needs. Finding from the FBA inform planning within the Pastoral Support Plan.
Pastoral Support Plan	Each pupil has a Pastoral Support Plan (PSP), which serves as the central assessment and planning document. The PSP includes communication needs, receptive language considerations, identified triggers, preventative strategies, regulation supports, agreed adult responses, replacement skills to be taught and risk assessment information. Where behaviour requires more detailed intervention planning, a Behaviour Support Plan forms part of the PSP. The PSP is reviewed regularly and updated in response to behaviour data, professional input and parental collaboration.
Teaching and Developing Replacement Skills	Positive Behaviour Support focuses on the explicit teaching of functional skills. Pupils are supported to develop emotional literacy, communication competence, flexible thinking and self-regulation strategies. The Zones of Regulation framework is used to support emotional identification and regulation. Success is measured through increased independence, improved communication and sustained regulation rather than solely by a reduction in recorded incidents.
De-escalation	Staff must recognise stages of escalation and respond proportionately using low arousal approaches. Responses may include reducing verbal input, adjusting task demands, providing structured choices, offering co-regulation or facilitating access to a low arousal space. The objective is restoration of regulation while maintaining dignity, emotional safety and respect.

Physical Intervention	Physical intervention is a last resort and may only be used where there is a risk of serious injury to protect pupils and staff. Beverley Park adopts the Team Teach approach to positive handling and de-escalation. All staff receive Team Teach training appropriate to their role. This ensures that responses are lawful, proportionate and focused on safety and de-escalation. Where physical intervention is requires: • It must be reasonable, necessary and proportionate • Only trained staff may intervene • The intervention must cease as soon as risk reduces • The incident must be recorded promptly • Senior leadership must review the report • Parents must be informed • The PSP must be reviewed to strengthen preventative strategies. The long-term aim is to minimise restrictive practice through improved communication and regulation skills.						
Recording and Monitoring	All significant behavioural incidents must be recorded in accordance with school procedures as outlined below: <table><tr><th><u>Behaviour watch</u></th><th><u>CPOMS</u></th><th><u>Pastoral plans</u></th></tr><tr><td> - Serious incidents - Restrictive physical intervention used - New behaviours - Hurt themselves or another or risk of this happening - Damage or risk of damage to property - Unplanned seclusion – this is used as a last resort in the best interests of pupils/staff. Seclusion refers to the practice of preventing a child/young person from leaving a space. This is only necessary when other interventions have failed and to prevent a pupil harming themselves or others or causing significant damage to property. </td><td> - Safeguarding concerns - Child protection concerns - Contact with external agencies including mainstream schools, social care, short breaks, CAHMS etc - Contact with parents relating to safeguarding - Use of racial, homophobic, discriminatory, bullying language and behaviours - Key documents including referrals, updates to medical conditions etc - Low level behaviours: when team is aware of an emerging pattern of behaviour which impacts teaching and learning, triggers and strategies. </td><td> - Known, repeated behaviours - Zones of regulation and risk assessments filled in - If strategies such as use of caring c guides, steering away, friendly holds or show and go include these within plan - Updates must be shared with parents </td></tr></table> Leadership monitors behaviour data to identify patterns, evaluate intervention effectiveness and ensure safeguarding compliance. Behaviour analysis informs PSP review, EHCP discussions and transition planning.	<u>Behaviour watch</u>	<u>CPOMS</u>	<u>Pastoral plans</u>	- Serious incidents - Restrictive physical intervention used - New behaviours - Hurt themselves or another or risk of this happening - Damage or risk of damage to property - Unplanned seclusion – this is used as a last resort in the best interests of pupils/staff. Seclusion refers to the practice of preventing a child/young person from leaving a space. This is only necessary when other interventions have failed and to prevent a pupil harming themselves or others or causing significant damage to property.	- Safeguarding concerns - Child protection concerns - Contact with external agencies including mainstream schools, social care, short breaks, CAHMS etc - Contact with parents relating to safeguarding - Use of racial, homophobic, discriminatory, bullying language and behaviours - Key documents including referrals, updates to medical conditions etc - Low level behaviours: when team is aware of an emerging pattern of behaviour which impacts teaching and learning, triggers and strategies.	- Known, repeated behaviours - Zones of regulation and risk assessments filled in - If strategies such as use of caring c guides, steering away, friendly holds or show and go include these within plan - Updates must be shared with parents
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Partnership	Behaviour planning is collaborative. Parents contribute to the development and review of the PSP and effective strategies used at home are incorporated where appropriate.						

	External professionals, including Educational Psychologists, Speech and Language Therapists and Occupational Therapists, may contribute to behavioural formulation and intervention planning. Consistency across settings is essential for sustained progress.
Safeguarding	The safety and wellbeing of pupils and staff is paramount. All behavioural responses must preserve dignity and emotional safety. Where behaviour raises safeguarding concerns, procedures outlined in the Safeguarding Policy must be followed immediately
Roles and Responsibilities	The head of provision is responsible for implementing preventative strategies, following PSP guidance, completing assessments where required and recording incidents accurately.
Monitoring and Review	This policy will be reviewed annually or sooner in response to legislative change or operational need. Monitoring includes behaviour data analysis, staff supervision, PSP review, safeguarding oversight and reintegration outcomes.