



Promoting Positive Behaviour

Review Date: March 2025

Next Review Date: March 2026

Behaviour Support Policy Gwennllian Education Centre

Introduction

Reflect Education and Gwennllian Education Centre are dedicated to promoting and sustaining a culture of positive behaviour and emotional wellbeing for all children and young people accessing our services. In alignment with the **Reducing Restrictive Practices Framework (October 2022)**, we are committed to minimising the use of restrictive practices and prioritising proactive, person-centred approaches to behaviour support.

Our Approach

We specialise in supporting pupils who may present with complex behaviours that challenge. Our goal is to help every learner achieve their full potential in a safe, respectful, and nurturing environment.

Our practice is underpinned by the principles of **Applied Behaviour Analysis (ABA)** and **Positive Behaviour Support (PBS)**. We maintain high expectations and strive to enable all pupils to demonstrate positive behaviour through evidence-based teaching, reinforcement, and support strategies.

School Expectations and Behaviour Teaching

- Clear school rules are prominently displayed for pupils who require visual supports.
- Rules are reviewed regularly during lessons, assemblies, and relevant school activities.
- Staff consistently model and reinforce expectations in a calm, respectful manner.

Positive Behaviour Support Strategies

Positive reinforcement forms the cornerstone of our behaviour support framework. We recognise that reinforcement must be meaningful and tailored to the individual needs of each pupil. Praise is frequently paired with access to tangible or activity-based reinforcers to increase the likelihood of desired behaviours.

Proactive procedures include, but are not limited to:

- **Descriptive Praise** – Highlighting specific behaviours (e.g., “Well done for walking safely down the corridor.”).
- **Frequent Positive Reinforcement** – Scheduled attention and praise to reduce the motivation for challenging behaviour.
- **Token Economy Systems** – Tokens earned for positive behaviour and exchanged for preferred rewards.
- **Contingency Contracts** – Written agreements between staff and pupils that outline expectations and rewards.
- **Planned Breaks** – Pupils can access breaks as a self-regulation tool.
- **Functional Communication Training** – Teaching pupils to express needs effectively (e.g., using PECS to ask for a break).

- **Reinforcing Alternative Behaviour** – Teaching and reinforcing socially acceptable alternatives to behaviours that challenge.
- **Differential Reinforcement of Low Rates of Behaviour (DRL)** – Reinforcing reduced rates of undesired behaviour.
- **Differential Reinforcement of Other Behaviour (DRO)** – Reinforcing all other appropriate behaviours in the absence of the target behaviour.

Staff Training and Implementation

Staff receive regular training from Board Certified Behaviour Analysts (BCBAs). Behaviour support strategies are implemented based on individual pupil needs and are delivered on a continuous or intermittent schedule as appropriate.

Daily data collection is essential for monitoring progress, setting mastery criteria, and evaluating the effectiveness of interventions. Strategies are reviewed and adapted based on this data to ensure responsiveness and efficacy.

Reactive Strategies

Reactive strategies are used only when necessary and are always secondary to proactive supports. In line with the **Reducing Restrictive Practices Framework (2022)**, our emphasis remains on prevention and de-escalation.

Reactive strategies may include:

- **Sanctions** – Used only in exceptional circumstances where behaviour poses a significant risk. Temporary exclusion may be considered where it is necessary to conduct a risk assessment or revise the Behaviour Support Plan. All sanctions are recorded in the school's sanctions register.
- **Providing Space** – Staff are trained to support pupils in crisis by offering space and time to self-regulate, while maintaining safety through appropriate supervision.

Positive Handling (Restrictive Physical Intervention)

Physical intervention is used only as a last resort when there is an immediate risk of harm to the pupil, peers, staff, or property, and all other de-escalation strategies have been unsuccessful.

In accordance with the **Reducing Restrictive Practices Framework (October 2022)**:

- All interventions must be **reasonable, necessary, and proportionate**.
- Staff conduct **dynamic risk assessments** prior to any physical intervention.
- All physical handling is carried out in accordance with the school's **Physical Intervention Policy**.

The safety and dignity of all individuals are paramount.

Behaviour Support Plans (BSPs)

Each pupil has an Individual Behaviour Support Plan, developed in collaboration with the school's BCBA team, teaching staff, and parents/carers. These plans:

- Include proactive and reactive strategies tailored to individual needs
- Are reviewed regularly and revised based on ongoing assessment
- Are shared with parents/carers, who are invited to contribute their insights

Incident Reporting and External Notifications

- Serious behavioural incidents must be recorded using the school's online **Incident Form** within 24 hours.
- Parents/carers are notified via **Seesaw**, or through direct contact for more serious matters.
- Any incident involving harm to others or damage to property is reported to the relevant local authority and, if necessary, to social services.
- In exceptional cases (e.g., weapon use, absconding), the **police may be contacted** in line with safeguarding procedures.

Related Policies

This policy should be read in conjunction with the following documents:

- Physical Intervention Policy
- Reducing Restrictive Practices Framework
- Exclusion Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Complaints Procedure
- Incident Reporting Guidelines

Commitment to Reducing Restrictive Practices

Gwenllian Education Centre are committed to reducing the use of restrictive practices and ensuring they are only employed when absolutely necessary. In accordance with the **Reducing Restrictive Practices Framework (October 2022)**, we continuously review our policies, training, and data to prioritise positive, preventative approaches and uphold the rights, dignity, and safety of all individuals in our care

Appendix

Appendix 1: Staff knowledge test

Question 1: What is the primary foundation of the behaviour support approach at Gwenllian Education Centre?

- A. Strict discipline and sanctions
- B. Peer monitoring and reward charts
- C. Applied Behaviour Analysis (ABA) and Positive Behaviour Support (PBS) ☒
- D. Time-out and isolation strategies

Question 2: Which of the following best describes 'Descriptive Praise'?

- A. Giving praise only when the pupil asks for it
- B. Offering general compliments like "Good job"
- C. Clearly identifying and reinforcing specific behaviours ☒
- D. Using praise as a form of punishment

Question 3: When can physical intervention be used according to the policy?

- A. As the first response to all incidents
- B. If a pupil refuses to follow instructions
- C. Only when necessary, reasonable, and proportionate to prevent harm ☒
- D. Whenever a pupil raises their voice

Question 4: What must staff do after a serious behavioural incident occurs?

- A. Wait until the end of the week to report it
- B. Record it on an Incident Form within 24 hours and notify parents/carers ☒
- C. Tell another staff member and move on
- D. Remove the pupil from class without documentation

Question 5: What is the purpose of a Behaviour Support Plan (BSP)?

- A. To discipline pupils with challenging behaviour
- B. To track attendance and homework completion
- C. To outline proactive and reactive strategies tailored to the pupil's needs ☒
- D. To notify Ofsted of behavioural issues