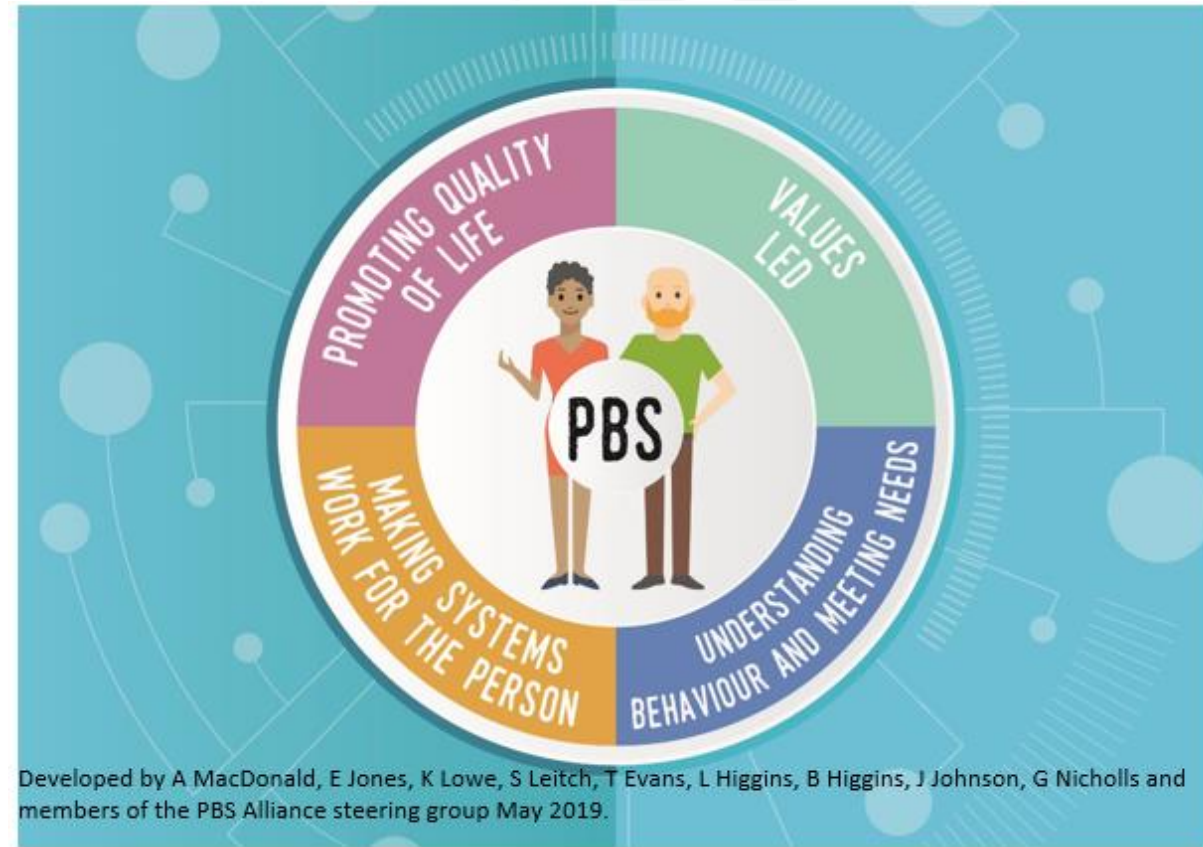




**CALTHORPE  
ACADEMY**  
Skills for the life we want

# Positive Behaviour Support at Calthorpe Academy



# Positive Behaviour Support

## PBS is

- Is a multi-component framework used to support behaviour change
- Evidence based
- Proactive and positive approach
- Recommended as best practice people with intellectual disabilities and behaviours of concern
- Culture and ethos of care and compassion
- Understanding that behaviour is the result of an unmet need or communication

## 4 areas needed for PBS

### Based on Specific Values

- Person centred values and beliefs

### Focus on quality of life

- Wellbeing is at the centre
- Focusses on communication and relationships and not just behaviour

### Use of Behavioural Technology

- Uses functional assessment and data led decision making

### Commitment to systems change

- Environment and systems around the child must support change for the long term

## Quality of Education

- Curriculum is designed to enable learners to learn skills for the life they want
- Learners are taught in a way that they understand expectations and can access learning
- Environment allows the learner to focus on learning

## Behaviour and Attitudes

- High expectations, that are implemented consistently and fairly
  - Attitudes to learning
- Relationships among learners and staff are positive and respectful
- Culture where bullying is dealt with effectively

# Behaviour Support Team

- Strategic Lead for PBS
- Restraint Reduction lead
- PBM trainer
- Strategic lead Staff training - development and oversight
- Strategic lead - staff debriefing
- Strategic Data analysis
- Research and development
- BILD PBS consultant

Gemma  
Nicholls



- PBM trainer
- Staff training
- Training data oversight
- Functional Behaviour Assessments and reports
- Writing Behaviour Support Plans
- Staff coaching in implementation of BSP
- Quality assurance of PI recording and follow up
- Data analysis

Gary Sirrell



- Staff training
- Functional Behaviour Assessments and reports
- Writing Behaviour Support Plans
- Staff coaching in implementation of BSP
- Data analysis
- Debriefing oversight
- Feedback/support for staff oversight

Joanna  
Soni



- PBM trainer
- Staff training
- Targeted Debriefing implementation
- Staff development and advice
- Data analysis

Sarah  
Jobson



- PBM trainer
- Staff training
- Targeted Debriefing implementation
- Staff development and advice
- Data analysis

Antonio  
Ferraz



- Clinical supervision
- Specialist support for staff debriefing
- Specialist Functional Behaviour Assessment and Behaviour Support Plan advice

Andreas Paris  
(External  
consultant)

# PBS Implementation Team



# Positive Behaviour Support Strategy

## Universal For all learners

### Environmental

- Appropriate and consistent environment suitable for all (Low arousal, visual supports, transitions, movement breaks)
- School structure and predictable routines
- Focus on positive relationships and building rapport
- Flexible to meet additional individual needs
- Inclusive communication - focus on developing communication skills for each learner including choice making

### Curriculum

- Differentiated curriculum pathways with individualised learning targets and approaches
- Broad and balanced, including practical as well as knowledge based learning
- Developing independence and skill teaching through the curriculum
- Reinforcement strategies appropriate to the learner
- Development of emotional regulation skills and social interaction skills
- Focus of generalisation of skills, applied to all settings and the learners own community
- Focus on quality of life and wellbeing

### Training

- High quality training for all staff covering both theory and practical application
- Upskilling staff to enable them to deliver continuous support and intervention.
- Positive expectations for behaviour
- Communication and sensory needs embedded

## Targeted For some learners

- Antecedent function based strategies from brief functional assessment (brief teacher led observations and assessments)
- Skill teaching based on basic understanding of function
- Targeted focus on emotional regulation
- Teachers have understanding of sensory based strategies and functional engagement
- Continuous overview and support to staff implementing interventions. Strategy and approach based on individual need

- Environmental interventions to support (Visual schedules, communication, reinforcement)
- Group interventions including social skills and social communication.
- Teacher training on brief FBA with antecedent strategies and skill teaching based on basic understanding of function
- Data collection and monitoring for decision making
- Coaching and multi-disciplinary working

## Specialist For a few learners

- Individualised intervention based on need
- Functional Behaviour Assessment completed by Behaviour Support Team including observations, data collection and questionnaires/interviews.
- Continuous data collection and monitoring for decision making and evaluation
- Risk assessment
- Multidisciplinary working as appropriate



# Behaviour Support Plan's



# Universal Supports – for all Capable Environments



Positive social  
interactions



Support for  
communication



Support for  
participation in  
meaningful activities  
and learning



Provision of consistent  
and predictable  
environments with  
personalised routines  
and activities



Support to establish  
and maintain  
relationships with  
others



Provision of  
opportunities for  
choice



Encouragement of  
more independent  
functioning



Personal care and  
health support



Provision of acceptable  
physical environment



Mindful and skilled  
staff



Universal Supports – for all

# Universal Communication Expectations

## THE UNIVERSAL EXPECTATIONS FOR COMMUNICATION

NB: This is the overarching ethos that is embedded throughout the school day, including break times and transitions

### Engagement for Life

Receptive language - *multi sensory timetable*

Expressive language - *intensive interaction*

Transitions - *on body signing*

### Foundations for Life

Receptive language - *symbol support (timetables)*

Expressive language - *aided language and PECS*

Transitions - *symbol support (lanyards)*

### Learning for Life

Receptive language - *Makaton, Derbyshire Language Scheme, Blanks*

Expressive language - *Makaton, Derbyshire Language Scheme, Blanks*

Transitions - *symbol support*

# External Partners



**bild**



Centre for Educational  
Development, Appraisal and  
research (CEDAR, University  
of Warwick)

**Restraint  
Reduction  
Network**