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all about people

Positive behaviour support in practice

The Positive Intervention Project: Changing a culture of behaviour support

Teacher, Paul Taylor, implemented the **Positive Intervention Project** in a London Primary School for children with Special Educational Needs.

The aim of the project was to change the culture within the school and implement Positive Behaviour Support (PBS).

Paul received the **BILD Leader of the Future** award for his work in Positive Behaviour Support.

Top tips for success

- **Personalise interventions and base them on respect**
- **Continuous evaluation** is key to helping evolve new ideas
- **Social support** and use of existing leadership is needed to change culture

Project aims

- **Change culture** and implement PBS across the whole school
- Change existing practices of '**good staff doing bad things**'
- Develop strategies for PBS at **organisational and staff level**
- **Challenge belief systems** within the staff team while providing knowledge, understanding and good practice skills
- **Develop a training programme** and resources focusing around PBS

Actions

- An **online behaviour toolkit** was created as a self-help guide
- Staff thought about the **function of behaviour** and created their own **positive interventions**
- Focus on **stress build up and wellbeing**
- Staff **wellbeing programme** involving Zumba and counselling drop-in sessions was introduced
- **Talent Week** created to celebrate the individual strengths of the children

Impact

For children - some examples

A boy who pulled people's hair was provided a behaviour support plan which included sensory activities and one-to-one support. Within a month, there was a reduction from 5-7 severe hair pulls daily, to 3-5 a week.

A boy who refused to go into class was given a table outside the classroom door to work and gradually began to enter for snacks, then to use the computer.

One class gave each child a large jar to which coloured balls were added as rewards. A full jar could be exchanged for a chosen reward.

For staff

- Staff began to take a **proactive approach**, rather than a reactive one
- The team **began to speak openly** about positive interventions and accessing drop in sessions
- Staff surveys reported a **decrease in stress** and an **increase in the perception of support**

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