Manager’s PBS Primary Prevention Audit Tool

| PBS Primary Prevention Characteristic | PBS Practice Checkpoint | Date 1st Audit | Date 2nd Audit | Date 3rd Audit |
| --- | --- | --- | --- | --- |
| Comments | Comments | Comments |
| Relationships and Positive social interactions | Staff have a positive relationship with the child, know them well and interact frequently with them in a way that they enjoy and can understand.The child is supported to develop relationships with their peers and has a feeling of belonging. |  |  |  |
| Supporting Communication | Staff support the child’s communication and understanding using a range of methods which meet the child’s individual needs and empower the child to express feelings and personal choices.  |  |  |  |
| Support to develop play and independence skills | Staff have identified the child’s preferences and what motivates them. They use this information to give tailored assistance to help the child participate and engage in preferred play and activities and support them to learn new skills and try new experiences.  |  |  |  |
| Suitable physical environment | The environment has been adapted as far as possible to meet the child’s needs in respect of space, light, temperature, predictability and sensory stimulation. Staff are aware that behaviours of concern are less likely when the environment is right.  |  |  |  |
| **Support to maintain health and comfort** | Staff are attentive to the child’s health and comfort. They identify pain, discomfort and the need for rest, putting measures in place to relieve these. Staff are aware that behavioural challenge is more likely when the child is in pain, unwell, is uncomfortable or tired |  |  |  |
| Skilled, mindful staff | Staff have received PBS training. They understand general causes of behavioural challenges and the specific cause of the child’s behaviour.They do not take it as personally directed at them.They use an ABC chart to support their understanding of the child’s individual behaviour and to identify the function |  |  |  |
| Effective organisational context | Support for the child is well organised, consistent and a PBS approach informs the values, culture, policies and procedures of the setting. |  |  |  |
| Effective management | Staff have clear roles and there is effective team work. They are supported by leaders who understand, support and practice the PBS model and ethos and recognise that behaviours of concern are less likely when staff are well supported and have the necessary skills |  |  |  |