



POSITIVE BEHAVIOUR SUPPORT

Policy & Procedure No.

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1.0 Aims

The aim of our Behaviour Policy is to promote and maintain positive behaviours that enable pupils to be able to **'engage'** in all aspects of school life, **'inspire'** them to aim high and flourish, supporting them with skills, attitudes and knowledge that will **'equip'** them for life.

Our school rule **'Right Time, Right Place, Right thing'** permeates all aspects of our behaviour policy by ensuring that children are able to access to the curriculum both physically and emotionally.

Our Behaviour Policy seeks to:

- embed our school values
- ensure our place are in the right place to learn
- set high expectations
- establish and maintain clear boundaries
- promote positive behaviour and felt safety and security
- support the positive access of all pupils, whatever their special educational need, to all aspects of the school community
- utilise research and theory on attachment, and trauma to support a therapeutic approach to behaviour
- adopt a reflective and restorative approach to support self-regulation and self-awareness
- provide a clear and consistent framework for positive behaviour which is known, agreed and supported by staff, pupils, parents, directors and the governing body.
- work in partnership with parents, carers and other agencies to provide consistency of approach and shared expectation.

2.0 Rationale and Beliefs

At Seadown we recognise that behaviour is often a form of communication and an expression of underlying (unmet) need. Behaviour can reflect pupils past lived experiences and we understand that these can continue to impact their behaviour today. It is important that we recognise and understand pupils' needs in order to support and promote positive behaviour. Responding to pupils' needs with curiosity and empathy helps us to consider what lies behind the behaviour to help us identify strategies to help improve those behaviours over time.

Our expectations are based on an attachment aware and trauma informed approach; we believe that any form of discrimination is unacceptable. Central to our approach is the importance we place on building strong relationships with pupils and nurturing a sense of belonging. Safety, trust, regulation and joy are key elements that underpin this.

Our policy has been developed following whole school training on a trauma informed, attachment aware approach, with our school rule at the core of it. Our school community have been consulted in the development of this policy. Our commitment to our policy will be evidenced through:

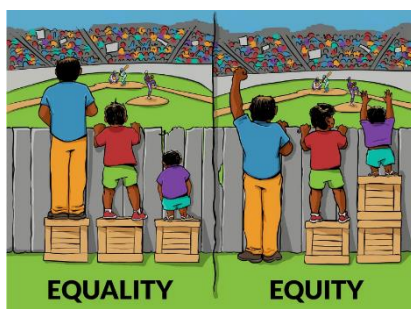
- active support and modelling from all staff and governors;
- promoting consistent thinking and practice across all school staff and in our work with families and with all adults who support our pupils;
- whole staff training, continual professional development and induction for new staff;
- support for all staff through regular meetings and individual supervision and coaching;
- using evidence-informed approaches to meet the needs of all children to:
 - support their emotional well-being, development and learning through secure relationships
 - manage behaviour, regulate emotions and build children's capacity for self-regulation
 - respond to the needs of those children and young people who have unmet attachment needs, have experienced trauma and loss and have had adverse childhood experiences

- promote learning and repair through the use of restorative approaches
- strong relationships with parents/carers with open and clear communication;
- continual monitoring, evaluation and development of approaches;
- the use of partner agencies to support training, supervision, assessment, development and review.

We understand that every interaction we have with a pupil is crucial in developing positive relationships, requiring us to be regulated, even when pupils may not be. We see our role as 'stress regulators' rather than 'behaviour managers' with the goal of supporting the inclusion and well-being of all pupils.

Every member of staff has a key role in applying this policy consistently and promoting and sustaining the highest standards of behaviour for learning. All school staff have an important responsibility to model high standards of behaviour, both in their interactions with the pupils and with each other. As adults we aim to:

- create a positive climate with realistic, but challenging individual, expectations for pupils.
- emphasise the importance of being valued as an individual within the group.
- promote our school values through our words and actions to ensure positive relationships are at the heart of our school environment
- provide nurture and care for our pupils alongside clear and consistent boundaries
- acknowledge and celebrate the achievements, efforts and contribution of all, recognising the key difference between equality and equity enabling all pupils to achieve success.



3. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff, 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2025
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability code of practice: 0 to 25 years 2015

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9

requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

4.0 Roles and Responsibilities

4.1 The Governing Body and Directors are responsible for:

- reviewing and agreeing this behaviour policy in conjunction with the Headteacher.
- monitoring this behaviour policy's effectiveness.
- holding the Headteacher to account for its implementation.

4.2 The Headteacher is responsible for:

- reviewing and approving this policy in conjunction with the Senior Leadership Team and Governing Body
- ensuring that the school environment encourages positive behaviour and that staff understand and are effectively trained in how best to support pupils' needs within the school, in liaison with the Senior Leadership Team
- ensuring that data from behaviour records is reviewed regularly and actioned as necessary

4.3 Staff are responsible for:

- promoting and maintaining the principles of the behaviour policy
- modelling positive behaviour through respectful, positive relationships with an attachment aware and trauma informed approach,
- modelling they are in the Right Time at the Right Place doing the Right Thing
- creating a calm, safe, respectful and caring environment, utilising PACE strategies in a timely manner to help reduce the likelihood of escalation in pupils' behaviour and utilising Pastoral Support effectively both proactively and at times of heightened/dangerous pupil behaviours
- providing a personalised approach to supporting the regulation needs of pupils in line pupils Positive Support Plans (PBS) and their risk assessments
- recording behaviour incidents on Arbor clearly and accurately and informing parents the same day if their child has been involved in a physical intervention and where behaviour is at level 4 and above.
- implementing the behaviour policy consistently

4.4 Parents and carers

Parents and carers, where possible, should:

- support their child and work proactively with the school, for example informing us of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher initially and as needed with a member of the Senior Leadership Team, whilst continuing to work in partnership with us.

4.5 Pupils

Our pupil values have been generated through consultation with pupils (via the School Council) and staff. These are promoted through positive reinforcement recognising and celebrating each pupil as an individual. The whole school community should look to demonstrate the following values in all that we do:

- Respect
- Co-operation
- Resilience
- Curiosity

5.0 Rules and Radio calls

5.1 School Rule

Our school rule is '**Right Time, Right Place, Right Thing.**'

Seadown School employs a rewards system designed to provide positive reinforcement for pupils showing they are engaging '**at the right time, in the right place,** and showing they are doing '**the right thing.**' This approach ensures that rewards are meaningful and appropriately targeted.

5.2 Class Rules

At the beginning of each academic year, the class teacher will discuss together with the pupils and class team what their class rules will be for the year ahead. This is part of our Jigsaw PSHE curriculum. It is important that these rules are positively phrased, succinct and using language that is easily accessible by all pupils within the class. These should be displayed in the classroom and referred to on a regular basis (and revised as appropriate).

5.3 Radio calls

When a pupil is struggling staff teams will employ strategies to help them regulate and relate, use PACE to help the pupil. Sometimes class teams will use radios to call for pastoral support to utilise a change of space or face to help regulate the pupil. There are two radio calls that staff may use, Pastoral support – when a pupil is fizzy (Yellow) or withdrawn (Blue). Behaviour support – when a pupil is in crisis (Red) and support is required immediately.

6.0 Social Emotional Learning

6.1 Why understand and teach about self-regulation?

Dr Bruce Perry a pioneering neuroscientist in the field of trauma, developed a framework for understanding how our nervous system responds to threat, and how different areas of the brain take control, impacting behaviour as we move through states of arousal, from calm to alarm to fear and terror (see below). Understanding these different stages, calm, alert, alarm, fear and terror helps us to identify how a pupil may respond, their emotional developmental stage in the moment, and most importantly what may help a pupil return to a calm state. The strategies we use to support pupils regulate will have common features, though these are identified on an individual basis in consultation between school, the pupil and family. This forms the basis of a pupil's 'Positive Behaviour Support' plan (PBS).

Arousal Continuum- Bruce Perry, MD

Internal State	Calm	Alert	Alarm	Fear	Terror
Brain System	NeoCortex/ Cortex	Cortex/ Limbic	Limbic/ Midbrain	Midbrain/ Brainstem	Brainstem/ Autonomic
Plans..	Extended future	Day/hours	Hours/Minutes	Minutes/Seconds	Loss of sense of time
Does	Abstract Thinking	Concrete Thinking	Emotion	Reactive	Reflexive
Flight/Fight	Rest	Vigilance	Resistance (crying)	Defiance (tantrum)	Aggression
Dissociation	Rest	Avoidance	Compliance (robotic)	Shut down, non- responsive	Non-responsive/ Fainting
Development	Adult/Adolescent	Adolescent/Child	Child/Toddler	Toddler/Infant	Infant/Newborn
Responds to	Talk, ideas	Talk, engaged learning	Play, Engaged Learning	Verbal Cues; visual prompts	Safety cues (nonverbal)

When a pupil is dysregulated we support pupils to return to a state of 'calm' through 'co-regulation' and over time for pupils to be able to 'self-regulate.' Teaching pupils about regulation supports them to understand and over time manage their feelings, getting ourselves to a healthy place of calm. This comes more naturally for some, but for others it is a skill that needs more attention and practice.

7.0 The Right Place to Learn – Identifying the 4 areas

Feelings are complicated. They come in different sizes, intensities, and levels of energy that are unique within our brains and bodies. At Seadown School the systems are based on 'Zones of Regulation' to enable pupils to be in the Right place to learn (which links with Dr Bruce Perry's research). We support pupils to talk about, think about, and regulate, through organising our feelings, states of alertness, and energy levels into four simple coloured areas – Blue, Green, Yellow, and Red. Having a simple, common language and a clear visual structure helps make the complex skill of regulation more concrete for learners and those who support them. We learn to regulate to meet our goals and task demands, as well as support our overall well-being.

7.1 The **BLUE** area describes low states of alertness and down feelings, such as when a person feels sad, tired, sick, hurt, lonely, or bored. Our energy is low and our body is moving slowly when we are in the Blue area.

When in the Blue area we often need to rest and recharge to meet our goals. We can regulate by seeking (or co-regulate by offering) comfort, energizing, or resting. If we are feeling sick in the Blue, we may need to rest. If we are feeling tired, we may need to energize (depending on the context). If we are feeling sad, we may need comfort. In all these situations, the common theme is noticing our lower energy and/or down feelings and options for managing them.

7.2 The **GREEN** area describes a calm, alert state. We may be feeling happy, focused, content, peaceful, or calm in the Green area. The nervous system feels safe, organized, and connected in the Green, helping us be primed to learn. However, we can learn in the other areas too.

When in the Green we regulate by using tools and supports that keep us moving forward comfortably, helping us feel ready to go! In the Green, we might regulate by choosing to eat a healthy snack, exercise, take a break, or pause for a mindful moment. These restorative actions help us proactively care for ourselves so we can move forward with ease.

7.3 The **YELLOW** area describes when our energy is higher, and our internal state starts to elevate. Our emotions get a little stronger. We may be experiencing stress, frustration, anxiety, excitement, silliness, confusion, nervousness, be overwhelmed, or be fizzy, when in the Yellow.

In the Yellow area we may need to take action to regulate to manage our energy and feelings as they get stronger. For example, if we are feeling energetic at the lunch table it helps to use caution and take a deep breath, so we do not spill something. If we are feeling nervous before our performance, we can slow down our racing thoughts and speech by using a mindfulness tool. When we are frustrated, and pause to take notice, we can decide to take a break to collect ourselves before we say something we regret.

7.4 The **RED** area describes a state of extremely high energy and intense, very overwhelming feelings. We may be in an extremely heightened state of alertness, potentially triggering our fight, flight or freeze protective response. We may feel elated, euphoric, anger, rage, devastated, out of control, panicked, or terrified when in the Red.

When in the Red area we might need to pause and assess if we need to regulate and gain a sense of control of our strong feelings and high energy. If we are panicked, we can stop and use our internal dialogue to help us gain a sense of control of our thoughts in order to meet our goal. If we are elated, such as when a teammate scores the winning point, we might need to pause and take a big breath to regulate our impulse to run out on the field to celebrate if there is still time on the clock.

It is important to recognise that all of these areas are important. We may routinely experience several of the areas across a day. It's critically important that we don't convey the message that Green is the **only acceptable** area to be in. We need to acknowledge, accept, and support the feelings that are there for an individual for all of these areas however, we support pupils to move into the Green as we recognise this is the right place to learn.

8.0 Tools to support our emotions and behaviour

To help a vulnerable pupils to learn, think and reflect, we need to intervene/support them in a simple sequence. The sequence is not linear, we may need to travel back and forth between each stage during an interaction. The stages are referred to as '**regulate**', '**relate**', and '**reason.**' Through understanding this sequence of steps we work towards helping pupils return to a regulated state after experiencing distress or becoming dysregulated. This supports everyone in the school in enabling the pupils to be in the Right place to learn.

8.1 Regulate:

This is the first step, focusing on calming the nervous system and bringing the individual into a state of calm and awareness. This can be supported by focusing on the colour areas and helping someone identify what area they are in. Work can be undertaken to help identify activities that support the pupil moving from one colour to another. This might involve activities like deep breathing, physical movement, or simply providing a safe and predictable environment.

At Seadown School we see our role as 'stress regulators' and recognise this vital work can only be effective when we as adults are regulated and not overwhelmed like the pupil.

8.2 Relate:

Once the individual is in a regulated state, the next step is to connect with them and build a strong relationship. This involves empathy, active listening, and showing that we are truly present and caring.

When that is in place and the child is once more regulated (which may take a long time) only then can some form of reasoning happen.

8.3 Reason:

With a regulated and connected individual, the next step is to help them understand the situation and the consequences of their actions. This involves helping them reflect on their thoughts, feelings, and behaviours.

8.4 Repair:

Louise Bomber in her book 'Know Me to Teach Me' describes the importance of a fourth R, which stands for **Repair** – a way of re-connecting after a rupture has taken place. Times of dysregulation can leave a pupil feeling shame and can leave pupils unable to move on or with residual resentment. Repair supports pupils in rebuilding the relationship after a breakdown or conflict. It aims to support a pupil in repairing the situation, model ways of bringing hope, rebuilding trust and felt safety and in the longer term, strategies to reduce episodes of dysregulation.

We model this process of repair to the children and engage with them in this using the pupil debrief board (see appendix x). This will involve identifying possible triggers, alternate actions the pupil could use on another occasion, empathy towards others who may have been impacted by their behaviours and a key emphasis on helping the individual feel understood and valued. At an appropriate time this may involve work with pupils who have been impacted by the pupil's behaviours.

We will most likely need to continue the cycle of **regulate, relate, reason and repair** time after time, which is very tiring and emotionally draining. We recognise the importance of a team approach in this with all staff equipped to support pupils in this way.

The Four R's framework emphasizes that individuals need to be in a regulated state before they can learn, reflect, or make good decisions. By addressing each step in this sequence, it helps pupils develop the skills to manage their emotions, build strong relationships, and learn from their experiences.

9.0 Importance of Environment

Our trauma-informed approach to learning focuses on creating a safe, supportive, and predictable environment where pupils feel valued and respected. This approach recognises that trauma and dysregulation can significantly impact a pupil's ability to learn and thrive. By understanding and addressing this, we aim to create a learning environment that fosters resilience, promotes well-being, and supports learning.

Key steps

9.1 Establishing Safety and Trust

- Physical safety

Our trauma-informed environment prioritises physical safety, ensuring pupils feel secure in their surroundings and free from harm. Our Chill Out room is being designed to provide a space for regulation and classes have access to pop up tents and sensory resources.

- Psychological and emotional safety

Pupils need to feel safe emotionally and psychologically, knowing they can be vulnerable and make mistakes without judgement. Two of our school values, '**curiosity**' and '**respect**' support our work in this area.

- Building trust

Strong relationships between pupils and all adults are crucial for building trust and fostering a sense of belonging. At Seadown School we adopt a strong relational approach, linking with our school value '**respect**' as the foundation of all our work, supporting felt safety and recognise the

importance of every interaction with a pupil in building strong, trusting relationships. Staff use a PACE approach to establish and develop positive and trusting relationships with pupils (see section 11). Our daily class Theraplay activities are also key to supporting positive relationships and help to promote our school value 'co-operation' between everyone in the class.

- Predictability and routine

We recognise the importance of clear expectations, consistent routines, and predictable schedules in helping to reduce anxiety and provide a sense of stability.

9.2 Promoting Resilience and Emotional Regulation

- Social-emotional learning (SEL)

As a trauma-informed school we prioritise SEL, helping pupils develop skills for managing their emotions, building healthy relationships, and navigating challenging situations.

- Self-regulation techniques:

Teaching pupils self-regulation strategies helps them cope with stress and regulate their emotional responses. At Seadown School we teach all children about the four colours/areas and help them to identify what strategies they need to support them to move from one area to another. The types of self-regulation strategies we will use are:

- ✓ Weighted blankets
- ✓ Fidget toys
- ✓ Black out tents
- ✓ Sensory lights
- ✓ Sensory music
- ✓ Sensory play
- ✓ Brain breaks
- ✓ Movement breaks
- ✓ Grounding – push ups etc
- ✓ Breathing techniques
- ✓ Theraplay activities
- ✓ Non-verbal communication

- Positive and supportive interactions:

Encouraging positive interactions and creating a sense of community can foster resilience and help pupils build strong social connections.

9.3 Addressing the Impact of Trauma and focusing on wellbeing

- Recognizing the signs of trauma

All adults in the school need to be aware of the signs and symptoms of trauma and understand how it can impact learning, behaviour, and relationships. This is achieved through whole school training on understanding a trauma informed approach in schools.

- Providing individualised support:

Through communication with a pupil's family and carers, and a detailed EHCP, we will look to offer individualised support based on pupils' needs, including access to interventions. Strong partnerships between schools, families, and the community can create a supportive network for pupils and their families. Individualised responses are documented in each pupil's PBS (Personal Behaviour Support)

- Creating a trauma-sensitive environment:

Again through whole school training, this involves being mindful of triggers, avoiding language that could be triggering, and providing a safe space for pupils to process their emotions.

- Positive school climate:

Through our school values and emphasis on positive relationships, we aim to nurture a positive school climate, fostering a sense of belonging and promoting overall well-being.

10.0 Relevance of the curriculum

10.1 Curriculum

At Seadown School, the following learning takes place discreetly every week:

- Reading (phonics)
- Writing
- Speaking, Listening & Communication
- Maths
- Science
- Computing
- Life skills
- PSHCE

These lessons predominantly take place across each morning.

Across the afternoon, the focus is on lessons, or activities, that develop skills in the following 3 areas:

- Academic
- Cognitive and Practical
- Social and Personal

Each class has a set of progressive 'I Can ...' statements that they work on as they move through the school. For content the classes use the following subjects:

- Art
- Design Technology
- Music
- Geography
- History
- MFL
- RE

There are also outside activities and the daily mile to support pupils' physical development and wellbeing.

We incorporate trauma informed practices into the curriculum to help pupils understand and cope with trauma and dysregulation. We do this through teaching about positive relationships, conflict resolution and strategies for social emotional learning.

11.0 PACE

11.1 PACE is an approach we use at Seadown School that was developed by clinical psychologist, Dan Hughes as a central part of attachment-focused family therapy. This focuses on building trusting relationships, emotional connections, containment and a sense of security. It describes a way of relating to others or 'a way of being'. We use the principles of PACE at Seadown to develop attunement and strengthen our relationships with pupils by gaining a better understanding of what the pupil is feeling. In tricky moments it allows staff to stay emotionally regulated and guide the pupil through their heightened emotions, thoughts and behaviours.

Through using PACE on a regular basis, we aim to reduce the level of conflict, defensiveness and withdrawal. Using PACE enables staff to see the strengths and positive features that lie underneath more negative and challenging behaviour.

11.1 Playfulness

The purpose of playfulness is to enjoy being together in an unconditional way. This gives the message that the relationship is stronger than things that go wrong. Using a playful and light-hearted tone, as if you were telling a story, shows that staff are interested and curious about the pupil. Playfulness reduces the shame a child might feel when something has gone wrong; difficult messages or serious conversations can be easier to have when the tone is light. It does not mean emotions or the incident are not taken seriously. Whilst a playful response may not be appropriate at the time of risky or distressed behaviours, when applied to low level behaviours, playfulness can help keep it in perspective. Playfulness can also provide a helpful distraction and 'lighten the mood' helping to avoid a behaviour from escalating.

11.2 Acceptance

Unconditional acceptance is fundamental to a pupil's sense of safety because it shows that you have connected with their feelings without judgement, and without seeking to reassure their feelings away. We recognise the importance of us sometimes working with the pupil, sitting with some strong emotions, together. This is painful and uncomfortable, but also very powerful.

Accepting the pupil's feelings and emotions does not mean accepting unwanted behaviour and it does not mean agreeing with the pupil's viewpoint, but for true acceptance to take place, it is important that the pupil also knows they are seen beyond their behaviour. Acceptance means staff actively communicate to the pupil that they accept their feelings and thoughts underneath the observable behaviour.

For example, a pupil may state "I know you hate me. Rather than responding with "that's not true" or "don't say that" responding with a PACE approach could be "I'm sorry you think I hate you, that must feel awful, no wonder you're angry with me" or "I didn't realise that you feel like that, I'm sorry it feels that way to you."

11.3 Curiosity

We recognise it is important to be curious about the pupil's thoughts, feelings, wishes and intentions; they may still be learning that other people can think about them in this way or that they can be held in mind by an adult without judgement and accusation at all. We aim to show the pupil that we are interested in what is going on for them and willing to do something about it.

We recognise that often pupils do not know why they did something or are reluctant to tell adults why despite knowing that their behaviour was not appropriate. Curiosity involves a quiet, accepting tone: "I wonder what...?" or "Is it ok if I share my idea of what is going on for you? I might be wrong but these are my ideas."

This is said without anticipating an answer or response from a child. This is different from asking the child, "Why did you do that?" with the expectation of a reply. We often refer to this as 'wondering out loud.'

11.4 Empathy

Staff use empathy by putting themselves in the pupils' shoes allowing them to feel what the pupil must be feeling. It gives us a sense of compassion for the pupil and their feelings. This is essential in

helping a pupil feel understood. Being empathic is not about reassuring the pupil (which tries to make the problem go away) but about being with them in the moment, carrying and containing their big emotions. This lays the foundation for connection and supports coping strategies.

When we show empathy we are showing the pupil that their feelings are important to us, and that we are alongside them in their difficulty. Showing empathy means showing we can cope with the hard times with them and are trying hard to understand how it feels. For example, if a pupil says “You don’t care”, we can respond by saying “That must be really hard for you. I feel sad that you experience me as not caring.”

12.0 Rewards

12.1 Whole-School Rewards

Rewards are used to reinforce positive behaviour with a focus on *earning* rather than losing. These are called ‘**Right Rewards**’, which are logged on pupils’ individual ‘**Right Rewards chart**’. Points are awarded to pupils demonstrating our school rule who at the ‘**Right time, doing the Right Thing in the Right place.**’

Pupils can earn up to **15 points each day** equating to a 15-minute activity of their choice, which they identify at the start of the day each day.

15 points are earned at the following times:

- Theraplay/Breakfast club = 1
- Lesson 1 = 3
- Snack/break time = 1
- Lesson 2 = 3
- Lesson 3 = 3
- Lunchtime = 1
- Lesson 4 = 3

If a student earns all 15 points in the day, their ‘**Right Rewards chart**’ is placed into the **lucky dip box**. A prize draw is conducted at the end of each term by the Headteacher. This involves the reward of an Amazon voucher and certificate, fostering ongoing motivation.

12.2 Lower School Rewards

In addition to our ‘Right Rewards chart’, lower School pupils have the opportunity to earn **bonus points** when displaying exceptional effort or attitude during the day. These will be tracked in the form of Dojo’s and rewarded with a lucky dip prize. Pupils need to earn 10 Dojo’s to earn the lucky dip prize, these will be accumulated towards a whole class reward when 50 Dojo’s are reached.

From time to time additional rewards will be implemented with an understanding of the needs of the pupils and will be individually tailored to each pupil. Positive reinforcement may also take the form of:

- acknowledgement/praise for appropriate behaviour (in line with school/class rules/values)
- positive messages communicated to parents
- school Values certificates presented during Friday’s Celebration assembly
- individual and class rewards specific to each class grouping (following agreement with SLT)
- spontaneous rewards such as extra break time
- preferred activities above and beyond the scheduled daily activity
- special responsibilities/privileges
- more subtle forms of praise for pupils who find overt praise difficult to accept

12.3 Upper School Rewards

In addition to our 'Right Rewards chart', upper school pupils work to achieve 'Above and Beyond Points' (ABP). This system is designed to recognise when pupils 'go the extra mile' and demonstrate genuine moments of integrity, resilience, or leadership in line with our school values amongst our older cohorts. ABPs can be awarded for actions that go beyond typical expectations and may exemplify our values, such as:

supporting another learner through a difficult moment

- demonstrating emotional regulation or resilience in a high-pressure situation
- volunteering time or effort without prompting
- contributing positively to the wider school community
- following through on a personal challenge despite barriers

ABPs contribute to both individual recognition and a class-wide team reward.

This system supports:

- Emotional safety and growth
- Individual self-esteem
- Positive peer dynamics
- A sense of shared community identity

12.3.1 Individual Recognition

Once a student reaches 10 ABPs, they are entitled to choose one of the following reward options:

- Hot chocolate and 'chill-out' time during a chosen session (with music, soft seating, or comfort)
- age appropriate lucky dip
- involvement in planning and delivering part of a Friday session or class playlist (with staff support)
- postcard or phone call home from SLT or key staff member recognising their achievement

12.3.2 Group Recognition

Each time a pupil earns an ABP, 1 point is also added to the class tracker. When the group total reaches 30, the class earns a collective reward.

Class Reward Options (per 30 ABPs):

- class resource reward (to be chosen collaboratively, e.g. new board games, comfort items, books)
- Offsite wellbeing walk or visit (e.g. beach, park, local enrichment activity)
- Learner-planned 'Takeover Friday' – students design the lesson and roles

This promotes teamwork, peer encouragement, and shared responsibility for class culture.

12.3.3 Headteacher Awards

These are awarded for exceptional progress/achievement in any aspect of school life. Certificates are presented at our weekly Celebration Assembly and at the end of each term as appropriate. The pupil receiving the award is able to choose an experience with the Headteacher and their chosen member of staff. This supports work on our relational approach.

13.0 Consequences (Reason and Repair)

Whilst the school prioritises positive reinforcement through rewards and adopts a restorative justice approach, it is equally important to support pupils to understand boundaries and the consequences of their actions. Such consequences serve to acknowledge unacceptable behaviour and to maintain the safety, security, and stability of the school community. These consequences may often be 'natural' consequences or take the form of, not earning their Right points/minutes.

Through our work on the 4 R's following periods of dysregulation, once a pupil is regulated and within the 'green learning zone' they will work with a staff member to reflect on the incident, their feelings and behaviour to ensure the pupil has their voice heard and to help better understand the antecedents and behaviours. Staff will support the pupil through this, completing a student debrief sheet an appropriate time within this process. This will involve a restorative justice approach and the pupil will be supported through repairing any damage to relationships that involve peers or staff. Keeping shame low but supporting reflection and accountability are important factors within this process. Reparation and teaching strategies form part of our PSHE programme across the year and individual pupils may be identified for targeted support and intervention on this.

Below are the questions that will help shape the Reason and Repair stage (these will be adapted to suit the individual pupil as needed): (See appendix 1)

- What happened?
- What were you thinking and feeling?
- Who has been affected?
- What needs to happen?
- How do I feel now?
- Next time I could.....
- How would you like us to help you with this? What do you need?

The pupil debrief boards should be uploaded with the behaviour incident to Arbor.

14.0 Positive Behaviour Support (PBS) Plans

When managing low-level pupil behaviour, we adopt a PACE approach wherever possible. As highlighted earlier in the policy, staff are trained to recognise when pupils are entering the 'yellow' or 'red' zone and will employ a wide variety of strategies to reduce their place on the 'arousal continuum' thus supporting regulation. These regulation strategies may vary from pupil to pupil as outlined in their individual PBS (Positive Behaviour Support plan).

Support plans will be individually tailored to each pupil and developed collaboratively, involving input from staff most familiar with the individual to ensure consistency in implementation. These plans should be approved by the SENCo and the pupil's parents or carers, with discussions held with the pupil where appropriate. To maintain their relevance and effectiveness, support plans should be reviewed regularly and at least once annually, and always following an escalated incident with ongoing approval and input from parents or carers.

The aim is to reduce the number of escalated incidents for each pupil. These are based on Dr Bruce Perry's arousal continuum and:

-
- provide important background on the pupil's emotional and communication factors.

- identify triggers and indicative behaviours.
- outline positive support strategies for staff to implement.
- aim to equip staff with effective de-escalation and response techniques.
- offer structured intervention strategies to support and manage pupil behaviour.
- may include bespoke de-escalation techniques beyond standard procedures (such as PRICE), with approval from parents/carers.

These plans will be accessible to staff, along with relevant risk assessments, and will be kept in each classroom for reference, including for visiting or temporary staff.

The school recognises that pupils require time to process their actions. This may involve meetings with families or designated reflection periods, either within school or at home, discussions regarding which will include parents or carers. The primary aim is to minimise removals from the learning environment unless absolutely necessary, such as in instances of exclusion or short-term reflection periods, always prioritising the pupil's best interests. In such cases, alternative learning arrangements as outlined earlier may be implemented.

15.0 Use of reasonable force

- Our Managing Challenging Behaviour outlines a more comprehensive local procedure on the school responses to aggressive behaviour and the use of physical intervention.
- A staff debrief is always undertaken following the use of a physical intervention, with a member of the senior leadership team.
- CCTV footage may be reviewed when there has been a 'significant incident'; particularly those that have required some physical intervention. This is so that good practise can be shared and so that we can identify where staff intervention can be further improved upon.
- *Physical management of behaviours will only be used as a last resort; be detailed as part of the pupil's behaviour plan and, implemented by staff trained in 'PRICE':

**Where de-escalation methods have not been successful and a student is involved in physical intervention every effort will be made to keep them, and others, safe using trained and recognised methods. However, it is noted that where a student is violent it cannot be guaranteed that there will be no injury sustained, in the process of trying to prevent further violence.*

16.0 Reflective Learning

We recognise that there are times following an incident that a pupil may not be ready or safe to return to the classroom or may benefit from a period of planned or impromptu reflective learning with an adult or to simply have time out/respice. Reflective learning can be used to support the pupil, help them understand their struggles and provide an action plan for what can happen next.

The length of time a pupil may be out of class will depend on the time taken for them to feel regulated and the needs/presentation of others in the class. Our aim is once a pupil is regulated then they should join their class wherever possible. We recognise that reflection/debrief may need to happen at a separate point later time. Depending on the incident, it may be that a pupil is supported at break/lunch by an adult at a different time to their peers.

17.0 Exclusions

In escalated situations, temporary or permanent exclusions may be considered, but only when all other strategies have been exhausted and the safety and well-being of pupils and staff are at risk (reference exclusion policy).

18.0 Physical, Intellectual, Emotional and Social (PIES) Tracking

PIES are:

- Developed to support both pupils and staff in targeting specific behaviours.
- Created in collaboration with the pupil's Education, Health and Care Plan (EHCP).
- Establishes realistic, achievable targets in English and mathematics.

PIES are set and reviewed every term, the class team set realistic targets in the four areas (Physical, Intellectual, Emotional and Social), English, maths and science and chose one EHCP target from each area to focus on that term. The staff involved with the pupils help review the progress on these targets at the end of the term. New ones are then set for the next term.

19.0 Risk Assessments

Risk assessments are structured to accurately identify the specific types of behaviours exhibited by pupils and to evaluate the associated risks, in order to provide tailored support. They also incorporate protocols for situations such as missing persons, including appropriate contact procedures with the police, which are documented separately from the primary risk assessment. Additionally, the assessments outline specific actions to be implemented during government-mandated school closures, such as a pandemic, ensuring preparedness and a clear response plan. Risk assessments are reviewed and updated annually or following escalated incidents in conjunction with the staff team and parents/carers, and then signed off by the SENCo.

20.0 Communication with parents/carers/external agencies

The school is keen to work in close partnership with parents/carers to support them with any behavioural concerns. Such communication is crucial in promoting and maintaining positive behaviour. Where the behaviour of a pupil is giving cause for concern it is important that all those working with the pupil are aware of those concerns and of the steps which are being taken to support the pupil at school. The key professional in this process of communication is the class teacher who has the initial responsibility for the pupil's welfare. The class teacher should contact parent/carers when incidents reach a level 4 behaviour. Any communication with parents/carers will be logged on Arbor. It is the responsibility of the class teacher to communicate to parents/carers regarding any incidents over the school day in conjunction with staff who were present at the incident. Early warning of concerns may be also be communicated to the Senior Leadership Team.

Parents are actively involved in discussions with staff about behaviour and we are keen to learn from parents of strategies that may support their child's regulation at home and how this may be helpful in school (and vice versa).

Every Friday, pupils' behaviour is reviewed through class based discussions attended by the class team, a member of the SLT and the pastoral team to discuss patterns and any further strategies/plans. Any changes to specific behavioural management strategies must form part of a discussion between the SENCo, Pastoral Team and the class team and be communicated to parents/carers and the wider staff team to ensure a continuity of approach across all staff throughout the school. This is important as it ensures that pupils are not left confused about what is expected of them.

Parents will receive regular weekly updates on their child's behaviour through our weekly communications. This may be by phone or email. We also hold parent/teacher consultations during each term and reports at the end of the autumn and summer term. Parents can access support or advice through the Pastoral Team, class team or SLT for one off or ongoing discussions and support related to behaviour.

We liaise with a wide range of local authority agencies to seek advice and support with the consent of parents/carers.

21.0 Complaints

Any complaints about staff will be investigated through the School's Complaints Policy. If necessary, the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.

Use of physical force that is unwarranted, excessive, or punitive is not acceptable. Failure to comply with this principle, when considering or using physical force should be dealt with under school disciplinary procedures and our Safeguarding policy.



22.0 Links with other policies



This Positive Behaviour Policy should be read in conjunction with the following:



- Managing challenging behaviour policy
- Exclusion policy
- Anti-bullying policy
- Health and Safety policy
- Equal opportunities policy
- Child Protection and Safeguarding policy



APPENDIX 1


Debrief board - To be completed with pupil when regulated



 
 What happened?


 
 was unsafe


 
 hurt someone

 
 ran off



 something different


 
 What was I


 thinking /




 feeling?



 happy




 sad



 worried




 angry


 
 What needs to


 happen?

 
 make a plan


 finish my work

 
 say sorry


 something different

END

POSITION	Headteacher	NAME	Sam Norton	SIGNATURE		DATE	11/09/25
POSITION	Governor	NAME	S.Alex	SIGNATURE		DATE	19/03/2026