

Positive Behaviour Policy and Principles



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1. Introduction & General Principles

Promoting good behaviour within the Southover Partnership requires the setting up and maintenance of a learning environment which allows staff to support pupils with autism, SEMH, challenging behaviour and other SEN vulnerabilities, to manage their feelings and their behaviour effectively at school.

At The Southover Partnership School all relationships are underpinned by an understanding of the principles of Attachment Theory. This means that all staff will manage behaviour in a way that is consistent with these principles. Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately. With the right support and intervention, our young people can learn to improve their behaviour and manage well. Mistakes are part of the learning process, and we recognise that all our pupils and young people are at different stages of the developmental process. All our pupils have special educational needs and disabilities which impact on how they learn to behave.

Some of our young people may also come to us with experiences of insecure attachments to caregivers, traumas such as domestic violence, bereavement and histories of rejection and school placement breakdown. The school uses an approach that understands their behaviour in the context of these factors and helps them realise their full potential by using strategies that work therapeutically with their challenges.

This approach includes:

- Training staff in supporting pupils to manage their feelings and behaviour so that challenging or passive behaviour is brought to a manageable level and pupils can show that they are ready to learn. All adults can learn strategies to support young people to improve their behaviour. Pupils with complex needs will need a personalised approach to behaviour management and consideration must be given to sensory needs and levels of stimulation and engagement

- Using positive behaviour management techniques when addressing inappropriate behaviour. This approach is based on both pupils and staffs right to learn and teach and be respected. Along with these rights come responsibilities for pupils and staff
- Using a nurturing approach that involves caring, consistent, empathic, non-retaliatory and safe relationships between staff and pupils
- Developing pupils' abilities to understand and communicate about their emotions
- Teaching the students how to self-regulate by using specifically taught relaxation and calming techniques, how to monitor their levels of anxiety, and how to return to being ready for learning during times of raised levels of anxiety
- Ensuring a positive approach with a focus on praising and rewarding good behaviour, recognising and developing strengths and abilities and helping pupils to develop an improved perception of themselves
- Ensuring that pupils always feel wanted and supported despite their behaviour – reinforcing firm expectations around behaviour without shaming or further damaging self-esteem
- Acting as appropriate role-models for our pupils. Being aware of our verbal and body language, as well as our emotional reactions to the pupils and how we respond to them. Being responsible about seeking support when needed
- Addressing harmful online behaviours using guidance from both the e-safety policy and this behaviour policy
- Providing good attachments for our pupils
- Providing opportunities for specialist therapeutic input where needed
- Providing opportunities for pupils to demonstrate maturity and responsibility as they progress in the school

2. Understanding Our Pupils' Needs

It is important that we understand the meaning behind our pupils' behaviour if we are going to be able to support their difficulties. Our pupils' behavioural difficulties are a result of their needs and the environment in which they have grown up. Pupils may have difficulties with communication and social interaction which lead to misunderstandings and anxious feelings. Some pupils may have attachment difficulties with parents/carers and other adults and may have developed protective behaviours that have helped them cope with their situations. Similarly, pupils may have differences in sensory processing impacting on their sense of wellbeing, as well as behavioural presentation. Factors could include difficulty communicating sensory needs; lack of awareness of their own sensory needs; or difficulty understanding that their sensory processing profile is not necessarily shared by others. Also high levels of anxiety or frustration can amplify the experience of sensory processing. Communication strategies and environmental or adaptations of task may alleviate sensory processing demands.

Typical behaviours include:

- Apparent rudeness and ignoring of others
- Demonstrating a need to control situations and adults
- Language processing difficulties
- Disproportionate anxiety around changes and transitions
- Insecure attachment behaviours – clinginess, defiant independence, mistrust of adults, ambivalence (clinginess combined with rejecting behaviours)
- Lack of awareness or tolerance of external boundaries and lack of development of internal boundaries – risk-taking behaviours, impulsivity, inability to manage emotions, inability to think ahead and predict consequences, oppositional defiance
- Inability to understand or communicate about their feelings such as selective mutism, autistic shutdown or meltdown

- Inability to tolerate difficult feelings – projecting them into others through challenging behaviour to achieve temporary relief
- Lack of empathy for others
- Inappropriate online screen behaviour due to several different reasons including their poor executive functioning and inability to think through the consequence of their actions.
- Feelings of low self-esteem, critical of self, unable to recognise achievements
- Intense fear of failure, inability to take healthy risks (e.g. in learning)
- Hyper-vigilance – always on the lookout for threat, hypersensitivity to insult or perceived threat
- Absconding/leaving the site
- Self harm
- Suicidal ideations

These behaviours can be frustrating and distressing when we are exposed to them daily, but it is important that we see them in the context of our pupils' special educational needs and that we do not retaliate against them, i.e. we separate the pupil from the behaviour. With good support, pupils can learn to manage their anxious, challenging behaviours and to function in a more acceptable and effective way. It is important to recognise the link between emotional wellbeing/mental health/neurodevelopmental conditions and behaviour.

Challenging behaviours can be a communication of distress, symptoms of conditions such as PTSD, ASD, SEMH, ODD, OCD or ADHD, evidence of attachment difficulties or transference of previous negative relationships onto relationships with staff.

All staff have a role in supporting the underlying causes of behaviours too, and a role to play in creating secure, non-judgmental approach which will create positive attachments to enable our students to achieve.

3. Environment

A Positive learning environment supports effective classroom management at The Southover Partnership, all staff strive to provide continuity and consistency for pupils to support them in demonstrating positive behaviour for learning. This is achieved through consistent strategies used in each classroom across the school.

Classroom Expectations

As part of PHSE or Keyworker sessions students discuss their preferred ways of working and keeping regulated. This is recorded on their Zones of Regulation chart and shared with all staff. This is discussed regularly within the keyworker group session, and reviewed if it is no longer effective. During this session the students can identify what is working, what can be improved and any action they will take with their class/key worker team to support progress towards the achievement of their personal behaviour target.

Staff will use visual signposting to include the following, adapted to the needs of the class group:

- Clear timetable
- Individual support tools
- Reminders for good behaviour
- Use of learning prompts (breakdown of each lesson including objectives, activities required to complete lessons)
- Classrooms should be clean, calm and orderly and pupils are verbally encouraged to respect the room and its contents.

- Low arousal spaces, with reduced visual and auditory stimuli.
- Joining students in their preferred space rather than expecting students to move.

Adapting Lessons

The way lesson content is taught needs to be adapted to meet the special needs of our pupils.

This depends on individual needs but can include:

- “Chunking” work into manageable small amounts
- Getting pupils actively involved in learning rather than passive recipients. Using kinaesthetic learning whereby pupils are physically moving as part of their learning (particularly for hyperactive pupils)
- Adapting how we communicate so pupils can understand.
- Picking up on pupils’ individual interests and adapting lesson content to include these

4. Routines and Daily Transitions

Our pupils find transitions anxiety-provoking and these times are flash-points for challenging behaviour. At Southover Partnership we support our pupils by:

- Using the beginning of the day to prepare pupils for the day ahead – letting them know (or reminding them) about any changes to their usual routine
- A transitional activity at the start of each lesson incorporating elements of cognition or movement in preparation for the upcoming task.
- Preparing them for ending an activity or lesson by warning them that a break or change is due
- Closing the lesson/activity in a concrete way by summing up what has happened, achievements etc and what will happen next time
- Reassuring pupils when we will see them again to remind them of consistent availability
- Praising pupils who manage movement from one area to another and are in the right place at the right time
- Making sure, when students leave a room, we remind them about coming back
- Rehearsing younger students through transitions, predicting what will happen and eliminating the unknown by telling them what will happen when they return
- Using the end of the lesson to recap and prepare for the following lesson, giving advance warning of any changes to routine

5. Providing Good Attachments

At Southover our staff build meaningful, individualised relationships with each pupil. Taking time to understand their unique needs, communication styles and emotional triggers. Staff can provide secure attachments to pupils by:

- Being consistent, patient and dependable
- Tuning into their needs – noticing when they are hungry, upset, tired etc and demonstrating care through the responses
- Getting to know the pupil and what they need
- Empathising with and understanding their feelings
- Containing their distress/rage – trying to understand the reasons for challenging behaviour and working out solutions with the pupil, not retaliating through negative reactions and managing staff behavioural responses to challenging behaviour

- Demonstrating acceptance of the student – disapproving of behaviours, never the student as a person

6. Promoting Social and Emotional Development

A whole school programme of personal and social education which include focussing on relationships and caring for others. These will run throughout the school and are based on a variety of materials including SALT materials, social skills lessons and PACE.

All staff are aware of how to manage the sensory needs of pupils who have difficulties processing their sensory input. The Occupational Therapist carries out on-going training and individual assessments, to support staff on suitable strategies to ensure that pupils' wellbeing is supported, and they have the movement or brain breaks they require to remain calm, alert and focussed.

At Southover we promote social and emotional development in several ways. These include:

- Modelling – talking about our own feelings and emotional reactions This is particularly important for male staff to help overcome gender stereotypes around boys being “allowed” to talk about feelings
- Praising pupils whenever they manage to tell you about their feelings
- Allowing pupils processing time and allowance for making learning mistakes with no judgement.
- Verbalising our thoughts about a pupil's emotional state (using an emotion coaching model)
- Providing opportunities for emotional communication, using Zones of Regulation or other regulation tools to teach emotion literacy and allowing communication of emotions
- Making it safe for students to talk about their feelings
- Empathising with their feelings
- Using consistent language to describe behavioural expectations which are made explicit to all pupils
- Using a clear choice and consequence system to empower the pupils in making informed choices in relation to the action they take and consequences they will experience

Choices and consequences

The consequence must be related to the behaviour, otherwise it is unlikely to have any effect: for example, a young person has been using computer in an unsafe way, therefore the computer is removed to keep them safe. Not related: you stop them from attending a club.

Respectful towards the young person, not shameful or blaming.

Discussions with student will be in private and connect with the young person first before correcting with a natural or logical consequence, demonstrating that you are being curious and accepting of the underlying need, for example their need to make friends and feel accepted and empathise with this.

Reasonable

Both in the view of the young person and member of staff. The young person is supported to learn about the potential impact of their unsafe computer use, how they can use it and make friends in a safer way and work with you to develop a plan to earn it back. The plan should clearly outline what is expected of the young person and should be adhered to.

Natural consequences

Are consequences that occur in response to a behaviour, without influence from an adult . Below are some examples:

- If a young person decides to stay up late on a school night, the natural consequence is that they will be tired the next day
- If they throw an object at the TV screen, it will break, and they can't watch the TV over the next week as it is broken

Logical consequences Are consequences that are set by an adult. Below are some examples:

- Cleaning a room or helping to repair something that they have damaged.
- Being supported in writing a letter to a member of staff to repair the relationship following a disagreement

7. Managing Behaviour

Expectations and boundaries

At the Southover Partnership, the students need to be provided with clear expectations and boundaries. They will feel safe when they recognise that staff work together for them and the boundaries hold them secure and that the adults are in charge of themselves and the pupils. Student expectations are created with the pupils and displayed throughout the school- staff refer to these to redirect students to positive behaviours.

School is for everyone: everyone should feel welcome and included. To understand student's possible behaviours staff are expected to:

- Be conversant with pupil profile/ targets
- Establish clear expectations using language easily to be understood by pupils
- Build strong relationships when students feel valued and understood, they are more likely to engage positively.
- Ensure consistency of routines as predictability can reduce anxiety and disruptive behaviours.
- Create a safe environment including a safe and calm space to talk.
- Try to alter the environment or classroom to reduce potential distraction
- Use reasonable adjustment to support and manage behaviour.
- Offer choices.

The Southover Partnership's Student Expectations (Appendix 1)

The school has an emphasis on prevention rather than reaction. All the elements of our practice should be contributing towards prevention of challenging behaviour arising. When challenging behaviour does arise, the emphasis is on de-escalation. When a pupil is displaying signs of dysregulation, staff must respond calmly and consistently, using therapeutic strategies to help the pupil feel safe and regain a sense of control.

(Appendix 2 List of Approaches Used At Southover)

8. Rewards, Consequences and Sanctions

Clear consequences and sanctions are essential for pupils with challenging behaviour and other SEN vulnerabilities, but the emphasis should be on rewarding good behaviour. A clear, easy-to-understand and consistent reward system is essential in helping pupils notice and celebrate their own successes and build a different perception of themselves. A positive behaviour should include 'refraining' from displaying negative behaviour, as well as maintaining a positive mindset. These hidden processes often take more effort than displaying positive behaviour pertaining to external tasks. Therefore, a structured system for validating a pupil's 'hidden' thinking pattern or behaviour would be beneficial. An example would be the pupil journaling or documenting a positive thinking pattern, which may or may not be followed by an external reward.

Appendix 3 Southover PEABO Reward System

Balance of rewards and sanctions

Although sanctions have their place and are at times important, at The Southover Partnership there is an overall emphasis on noticing, praising, celebrating and rewarding positive behaviours rather than noticing and sanctioning negative behaviours. This balance fits with an ethos of encouraging good mental health and emotional wellbeing and is particularly important for students with SEN.

Some consequences could include the following, but this needs to be matched to the needs of the student and is not a responsive or reactive list.

- For persistent challenging behaviours contact with parent or carer might be necessary.
- Internal suspension/suspension at another site
- A meeting with Head of School/Executive Headteacher, might be needed to restore relationships between students/ students & staff.
- Mediation between students or staff & student
- Suspension of trips/off-site privileges,
- Transport ban
- Therapeutic referral maybe necessary if the behaviours are repeated and become detrimental to the student's wellbeing.
- Damage to property, the students would make good the damage, asked to contribute to replacement if appropriate.
- Any incidence of bullying: logged and both victim and perpetrator take time to discuss the situation and find appropriate ways of resolving negative interactions by finding positive and cooperative activities.
- Wilful violent attack on member of staff or another pupil will result, after discussion with the Executive Head Teacher or Head of School, in an agreed fixed term suspension.

9. Suspensions

If a pupil's behaviour poses a serious threat to the wellbeing of staff/ pupils, or is having a sustained and considerable impact on the learning of their classmates, then it may be necessary for the school to suspend a pupil. Suspensions can be in the form of internal suspension (either at the pupil's school or another within the Partnership) external fixed term suspension or permanent exclusions. In such instances, the pupil's parent/carers will be informed in writing of the reasons for the suspension, length of suspension, steps taken to avoid suspension and how to appeal the decision. Work arrangements will be made so that the pupil does not fall behind and a full re-integration plan will be put in place and explained to the pupil on their return to school.

The Executive Headteacher will use their professional judgement based on the individual circumstances of the case when considering whether to suspend/exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

Our school is very successful in avoiding the need to exclude, using this as a sanction of last resort. We are committed to avoiding permanent exclusions and will work closely with the pupil, their family, and relevant professionals to identify appropriate support strategies. Our aim is to maintain continuity in the pupil's education and help them reintegrate successfully, with minimal disruption to their learning journey. However sometimes a permanent exclusion will be the only option available.

1. **Decision to Consider Permanent Exclusion**

- The Executive Headteacher (EHT) may propose a permanent exclusion
- Before making a recommendation to permanently, the EHT must:
 - Consider the **context**, including SEND, safeguarding, and social/emotional factors.
 - Gather and document **evidence** (incident reports, witness statements, interventions tried).
 - Consult relevant internal professionals (e.g. DSL Team, SENCo) and, where appropriate, external agencies.

2. **Notification to Parents/Carers**

- The school will notify parents/carers in writing of:
 - The proposed permanent exclusion.
 - The reasons and evidence.
 - Their right to make representations to a **Trustee Panel**.
 - The date of the panel meeting and how they can attend or submit written statements.

3. **Convening a Trustee Exclusion Panel**

- A panel of **3 Trustees**, none of whom have prior involvement in the case, will be convened.
- The panel must meet within **15 school days** of the proposed exclusion.
- The panel will:
 - Review all documentation.
 - Hear from the school leadership, the pupil (if appropriate), and the parents/carers.
 - Ensure all relevant factors, including equalities and safeguarding, are considered.

4. **Panel Decision**

- The Trustee Panel may:
 - **Uphold** the permanent exclusion.
 - **Reinstate** the pupil with agreed conditions.
 - **Defer** for further investigation or clarification (in exceptional circumstances).
- The decision will be made by majority vote and is final.

5. Communication of the Outcome

- The panel's decision will be confirmed in writing within **3 school days** of the meeting.
- The letter will:
 - Explain the panel's reasoning.
 - Confirm the outcome.
 - Outline next steps, including transition support or referrals to the local authority (if upheld).

6. Transition and Support

- If the exclusion is upheld:
 - The school will liaise with the Local Authority (for EHCP pupils) or placing authority.
 - A **transition plan** will be prepared to minimise disruption to the pupil's education.
- If reinstated:
 - A reintegration plan and support strategy will be developed with the family.

7. Record Keeping

- All documents, minutes, and decisions will be securely retained on the pupil's confidential file.
- The exclusion will be reported to the relevant authority in line with regulations

10. Positive Handling

Defining Positive Handling

Any form of physical contact with the intention of containing the behaviour of a child/young person. Positive handling includes a range of actions from an arm around a shoulder to holds used to prevent harm.

The principles relating to the use of positive handling may be summarised as below:

Staff should have good grounds for believing that immediate action is necessary to prevent a student from significantly injuring themselves or others, or causing serious damage to property.

- Staff should take steps in advance to avoid the need for positive handling eg. through dialogue and diversion and the pupil should be warned verbally that physical intervention would be used unless they desist.
- A dialogue should be kept up with the pupil.
- Whenever possible use a member of staff who has an established relationship with the pupil so they can explain what they are doing and why.
- A pupil may be successfully diverted from destructive or disruptive behaviour by being led away by the hand, arm, or by an arm around the shoulder.
- Only the minimum force necessary to prevent injury or damage should be applied; physical restraint should only be attempted when there are sufficient staff. vii) Every effort should be

made to secure the presence of other staff before using physical intervention. These staff can act as assistants and witnesses.

- As soon as it is safe the positive handling should be gradually relaxed to allow the pupil to regain self-control.
- Positive handling should be an act of care and control, not a punishment.
- Positive handling should not be used purely to force compliance with staff instructions when there is no immediate risk to people or property.
- It is important that the issues of age, sex, size, personal history and background and the relationship between the child/young person and the staff involved are considered wherever possible.
- There must be care about the way in which a child/young person is held to avoid any contact with intimate parts of the body.
- When physical intervention is being used a staff member of the same gender should be present wherever possible.
- If staff are not confident about their ability to contain a particular situation or type of behaviour, consideration should be given to involving the police.

Expectations

- The school will provide a safe, positive environment
- The staff are aware of the behaviour needs of each pupil
- Pupils are encouraged to manage their own behaviour appropriately
- If a pupil is displaying difficult and challenging behaviour, the aim is to de-escalate the situation and maintain the safety of all the staff and pupils
- Positive handling will only be used rarely and as a last resort
- Parents/carers, pupils and staff will be familiarised with the situations where physical intervention might be necessary
- All staff will be trained in the same method of positive handling
- All incidents will be recorded and logged on an incident report
- Pupils will be given the opportunity to reflect on the incident either immediately afterwards or the following day. This will be recorded
- Staff will be given the opportunity to discuss the incident and be debriefed
- Parents/carers will be informed as necessary.

Physical Contact

Staff should always maintain appropriate relationships with children/young people. Physical contact can describe a range of behaviours including appropriate demonstrations of affection; staff should not be deterred from consoling and comforting a pupil in distress. Staff need to be aware of personal boundaries for themselves and the pupils. Positive handling should be an act of care and control, not a punishment or form of discipline. Considering all pupils at The Southover Partnership have a level of understanding and ability to give verbal consent, physical touch should ideally be preceded by asking the pupil for consent.

Positive handling is the application of a small level of force with the intention of redirecting the student to protect them from harming themselves, others or seriously damaging property. It must be emphasised that positive handling must always be seen as the last resort.

Staff use positive handling when:

- A pupil's behaviour poses risks to themselves or others, including staff, significant damage to school property
- A pupil is disrupting the school significantly and is likely to trigger other pupils and incidents

Recording and Reporting of Incidents

- Staff must record all incidents of positive handling on CPOMS using the appropriate headings for the holds used.
- The Heads of School will ensure that incidents involving the use of physical intervention are recorded and reported. The staff involved will record the incidents on CPOMS, highlighting the holds used and a body map annotated to show where the student was held. If restraint was used, the Head of School will notify parents / carers on the same day.

Prohibited Measures

Staff should never take any action (physical or verbal) that is likely to cause pain or humiliation to a pupil.

- **Corporal Punishment**

Any application of force as punishment, including slapping, throwing objects, rough handling, pushing or punching is not acceptable, and is against the law.

- **Deprivation of Food and Drink**

It is unacceptable to force a pupil to eat foods that they dislike or deny them food of their choice as a form of punishment.

- **Intimate Physical Searches**

Intimate physical searches of children are totally unacceptable. Occasionally, and not as a punishment, a search of a pupil's clothing may be necessary – e.g. searching for a dangerous object. If this is deemed necessary, the pupils should be informed that a quick, brief search will be carried out. This will be carried out by two members of staff the same gender as the pupil being searched.

Monitoring

- Staff should be clear about the expectations for informing management, parents and reporting and recording incidents, all incidents will be recorded on CPOMS and reported to the Executive Headteacher
- The records will be checked regularly to ensure that they comply with policy and procedures and to monitor trends and practices.
- There will be regular review of practices and staff training needs.
- A list of all staff trained in use of positive handling techniques authorised to use physical intervention will be maintained

- All cases of positive handling should be reported recorded and evaluated.
- All young people involved in a positive handling should have access to a debrief session, (a discussion about strategies that the young person could use in the future.)
- Incidents of positive handling will be reported to the trustee board to provide transparency, oversight and offer any learning that may come of such incidents.

11. Recording and Reviewing:

All incidents will be recorded on CPOMS. These forms will be monitored daily and reviewed by the Head of School for any urgent actions. Additionally, staff concerns about incidents/patterns/unusual behaviour may be expressed to the Head of School, and the professional dialogue of discussion around behaviour informs daily debriefs.

The monitoring process will consider:

- The level of incidents across the school
- Patterns of incidents: are they occurring disproportionately with particular - pupils, particular teachers, in particular year groups
- The accuracy of recording
- The extent to which approved interventions are being used
- The extent to which all aspects of this policy have been followed
- Following an incident, consideration may be given to conducting a further risk assessment or reviewing the students targets or support plan.

Appendices

Appendix 1

Relationships	Safety	Learning
We • Respect our differences • Participate in group activities when we can • Use good manners • Think before we speak • Learn from our mistakes; genuine apologies help • Talk about problems and conflicts to resolve them • Give each other the benefit of the doubt • Celebrate each other's successes	We • Stay with adults during lessons and breaks • Follow staff instructions to stay safe • Dress to be safe and warm for PE and trips • Tell an adult if something is wrong • Will use technology safely	We • Use our breaks for toilet trips and snacks • Take care of learning resources • Complete our homework • Check the timetable to find our next lesson • Keep our learning spaces tidy and organised • We listen to others' views and contributions • Try our best
We don't.....	We don't.....	We don't.....

• Bully, use rude or discriminatory language • Raise our voices at others • Insult or joke to upset others • Make anyone feel unwanted • Whisper or talk behind each other's backs	• Bring sweets, gum, sugary drinks or energy drinks to school • Wear revealing clothes or clothes with offensive slogans/images • Bring or use vapes or tobacco products to school	• Distract others • Give up on ourselves • Have phones in school
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Appendix 2

The following approaches are recommended and should be adapted to suit the individual pupil's needs, sensory profile and communication style:

1. Direct the pupil into a quiet environment.
2. Staff to adopt a one-voice approach.
3. Speak quietly and privately, if possible, to the pupil.
4. Ask them to explain what happened.
5. Give them an option to express themselves verbally or through visuals or printed words.
6. Allow processing time.
7. Remark on a time when they have successfully changed a response.
8. Pick out their strengths and remind them.
9. Give pupils a selection of fidget toy/distractions to implicitly help process their anxiety or anger.

Sensory Grounding (5-4-3-2-1 Technique):

Support the pupil to focus on their immediate environment by prompting them to identify:

5 things they can see, 4 things they can touch, 3 things they can hear, 2 things they can smell, and 1 thing they can taste. This may be supported verbally or with visual prompts.

Mindful Breathing:

Model and guide the pupil through simple, steady breathing exercises, for example: inhale through the nose for a count of 4, hold for 4, and exhale through the mouth for a count of 6. Repeat calmly and offer reassurance throughout.

Physical Grounding / Body Breaks:

Offer regulating movements or grounding activities such as the *Butterfly Hug* (crossing arms and tapping shoulders alternately) or a *Seated Push-up* (pushing down through the hands into the chair for 5 seconds). These should be adapted according to the pupil's preferences and any known sensory

strategies. Staff should use these techniques flexibly, ensuring they are delivered in a way that is attuned to the pupil's emotional state and individual support plan. Where appropriate, pupils should be offered choice or prompted to use a preferred strategy from their personal regulation toolkit. Offer alternative strategies (where these have already been agreed with a pupil so much the better).

- Use time-out or moving to another area or quiet space
- Reiterate your commitment to supporting them and desire to help them
- Avoid shouting, be aware of your body language and giving the pupil space
- Use diversion, change the activity to remove pressure
- Wonder aloud about the feelings behind the behaviour – empathise with the feelings
- Don't use threats of sanctions until all other strategies have been used
- Ask for help from another adult if you feel the pupil might be better helped by someone else.

If pupils are extremely dysregulated (equivalent to the 'red' zone of the Zones of Regulation tool), it is best to allow processing time without direct intervention. Provide a distraction pack with different sensory or a regulating activity, one that has been used previously.

When the pupil calms down to the 'yellow' zone, use mindfulness techniques to reduce anxiety or anger, followed by communicative strategies described previously. After the event, a reflective model could be used for unpacking feelings, thoughts and actions. This will provide an action plan if a future incident occurs.

Appendix 3

Points System used Throughout the Day

Points will be awarded for each of the 4 lessons per day. Five points can be awarded for each lesson so the maximum number of points it is possible to achieve in any one day is 25. Points will be awarded as follows:

P = Punctuality, that is getting to lessons on time or early. If you are even 1 minute late, the point will not be awarded.

E = Effort, that is how hard you work in each lesson, your concentration and the attitude you take to your work.

A = Achievement. This is the amount of work you complete in the lesson. This will be agreed with your tutor before the lesson begins.

B = Behaviour, how well you have behaved in the lesson

O = Outstanding, this is an extra point that you can earn in the lesson for excellence, such as prolonged hard work excellent engagement, helpfulness and many other things.

The points pupils earn will be tallied at the end of each lesson with the teacher and recorded on your weekly sheet and the sheets will be returned to a central file at School at the end of each day. The same system or similar will be used where pupils are attending external provisions. Weekly totals will be recorded and points will accumulate into rewards.

Rewards

Each 5 points total will be entered into a draw in assembly in which one student will gain an amazon voucher, to be given at the end of the half term.

Pupils will also be rewarded through:

- Individual praise and encouragement
- Appropriate positive written comments on work.
- Displaying pupil work
- Public commendations in assembly for good behaviour and work in class
- Positive communication with parents to share success
- Positive calls home
- End of year celebration days