Behaviour Policy

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1. Introduction

At Keys Group, we are committed to creating extraordinary days for every pupil by fostering a safe, nurturing, and therapeutic learning environment. Our pupils often come with complex needs, including emotional, behavioural, and social challenges, many having experienced exclusion from mainstream education. This policy outlines our trauma-informed, relationship-centred approach to supporting positive behaviour across our independent special schools.

Unity College is an inclusive school that meets the needs of a range of children and young people, including those with SEND and those that have been permanently excluded from previous settings. Many of our pupils have experienced adverse childhood experiences (ACEs) and developmental trauma. At Unity College we recognise and understand that positive relationships are central to supporting and improving behaviour. Our Keys Connect model of therapeutic practice emphasises the value of relationships, the importance of helping pupils feel safe and adopting a proactive and positive, strength-based approach to behaviour.

2. Purpose and Scope

This policy applies to all staff, pupils, parents/carers, and stakeholders within Keys Group schools. It aims to:

- Promote positive relationships and high expectations of behaviour.

- Support pupils to develop self-regulation, responsibility, and social skills.

- Provide a clear framework for consistent, compassionate, and trauma-informed behaviour management.

- Ensure compliance with the OFSTED inspection framework and relevant legislation.

3. Our Approach

Trauma-Informed and Relational Practice

- All behaviour is communication. We seek to understand the underlying needs, including trauma, attachment, sensory processing, and executive function difficulties.

- We adopt the Keys Connect model, emphasising warmth, consistency, and predictability.

- Positive noticing and strength-based language underpin our daily interactions.

- Punitive sanctions that shame or isolate are avoided; natural, restorative consequences are preferred.

- A bespoke, engaging curriculum supports positive behaviour through meaningful learning.

4. Roles and Responsibilities

Pupils

- Understand and engage with behaviour expectations and support plans.

- Participate in reflecting on their behaviour and contribute to school culture.

- Pupils should be asked about their experience of behaviour and provide feedback on Unity College's behaviour culture e.g. via the school council. Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture.

Staff

- Model warmth, curiosity, and consistent boundaries.

- Use de-escalation and co-regulation techniques.

- Where pupil's behaviour may not meet the school's expectations of acceptable conduct, our staff will always respond confidently and calmly to address this while working to understand the communication behind the behaviour, and work in nurturing ways to meet any unmet need.

- Make effort and show genuine interest in our pupils: being playful, inquisitive, curious, asking questions – remembering pupils' hobbies, interests, enquiring about events, dreams, aspirations.

- Create opportunities to build positive relationships with our pupils.

- A focus on ensuring a sense of purpose and meaningful engagement within a clear structure and routine is adopted by all staff.

- There is an emphasis on celebrating success and focusing on what pupils can do. Praise, incentives and rewards will be used consistently whilst recognising that many children who have experienced developmental trauma may find these difficult to accept.

- Record behaviour incidents accurately and reflectively.

Parents/Carers

- Support the school's approach collaboratively and reinforce positive behaviour at home.

- Engage proactively with school communications and support plans.

- Parents and carers will be actively involved in behaviour support planning and reviews to ensure consistency between home and school environments.

Leadership

- Maintain visible, approachable leadership.

- Promote and monitor a positive behaviour culture.

- Ensure staff receive ongoing training in trauma-informed practice and behaviour support.

- A consistent behaviour management approach will be maintained across all Keys Group schools, with flexibility to adapt to the specific needs of each school community.

5. Behaviour Support Plans (BSPs)

- BSPs are personalised documents that guide staff on proactive strategies and responses to behaviour escalation.

- Developed collaboratively with multi-disciplinary teams and regularly reviewed.

6. Managing Behaviour Incidents

- Use calm, consistent, and least restrictive responses.

- Use designated nurturing environments for emotional regulation and safety, changing seating arrangements, de-cluttering spaces.

- There are planned times throughout the school day to enable staff to 'check-in' with pupils, for example tutor time at the start of the day.

- We aim to provide a creative and bespoke curriculum to increase engagement and achievement, with adaptable and flexible approaches to teaching.

- Target areas are identified based on detailed knowledge of individual pupils including pupil voice. Individual targets are positively framed and viewed as opportunities to learn.

- Individual support and interventions are carefully planned and employed proactively to build pupils' skills to increase positive behaviour.

- When behaviours of concern occur, staff remain calm in their approach and maintain curiosity for why the behaviour is occurring. They seek to understand the experiences, motivating factors and feelings that underpin the behaviour - their approach should be empathetic whilst reminding the pupil of the boundaries and expectations.

- Unstructured times can be difficult for pupils; working proactively in offering activities and games at these times can help reduce difficulties

Follow a graded approach:

- Proactively mitigate the need for the behaviour of concern (Understand).
- Anticipation\early intervention.

- Agreed time out of class, with a focus on helping the pupil manage difficult emotions through co-regulation.
- Restorative conversation to be held including consequence awarded and a focus on repairing relationships, followed by a debrief or mentoring session.
- Record all incidents on ARBOR or RADAR systems, with analysis to inform practice improvements.

7. Restrictive Physical Interventions

- Physical intervention is a last resort, used only to keep pupils and staff safe.
- Staff are trained in approved techniques, and all incidents are recorded and reviewed.
- The goal is a gradual reduction towards zero restraint.

8. Post-Incident Support and Restorative Practice

- Pupils receive support to reflect, regulate, and repair relationships.
- Support pupils to identify the link between feelings, emotions and behaviours and the potential risk associated with their behaviour at times.
- Support and educate pupils to reflect on their behaviour – explore opportunities to collectively reflect and develop regulation and coping strategies to avoid repeated presentation of behaviours of concern under same circumstances
- Staff debriefs support wellbeing and professional practice development.

9. Behaviour Beyond School

- The school may address behaviour outside school that impacts the school community or reputation, in line with statutory guidance, including:

10. Training and Development

- All staff receive induction and ongoing training in trauma-informed practice, Keys Connect, and Team Teach for physical intervention.
- Additional training is provided based on pupil needs and school context.

11. Equality and Inclusion

- The policy promotes fairness and sensitivity to diversity in race, faith, gender, disability, and other protected characteristics.
- Concerns about disadvantage due to this policy should be raised with line management for action.
- Behaviour management will be supported by access to mental health and therapeutic services, recognising the complex emotional and social needs of pupils.
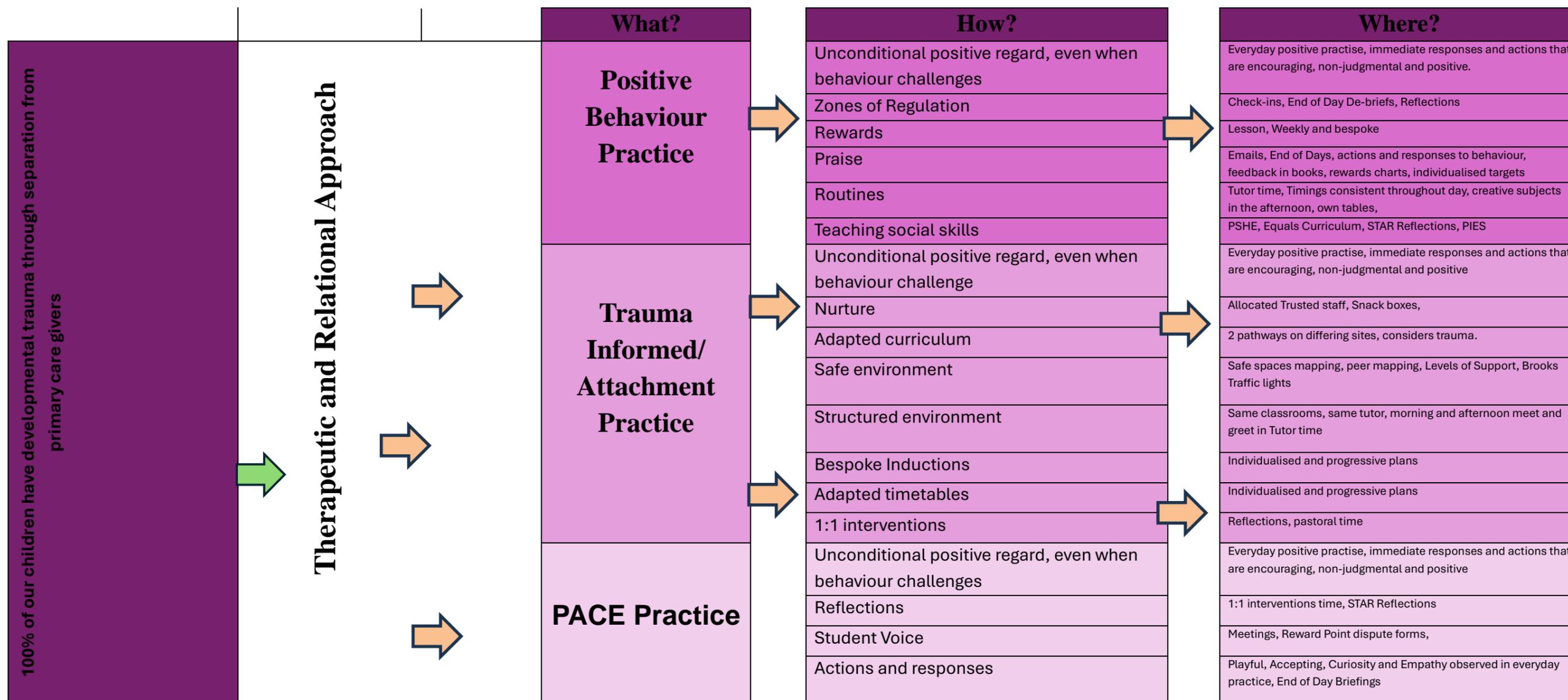
12. Data Driven Monitoring

- Behaviour incidents will be systematically recorded and analysed by senior leaders to identify patterns and trends across pupil groups (SEND, vulnerable pupils, etc.). This data will guide targeted interventions and inform whole-school behaviour strategies.

Appendix A: School Specific Behaviour Approach including points/rewards

Overview

Unity College considers that 100% of the children have developmental trauma due to separation from their primary care giver, therefore we use a Relational and Therapeutic Approach that includes 3 areas of focus: Positive Behaviour Practice, Trauma Informed/Attachment Practice and PACE practice. These approaches are based on the Cross Regional Project psychologist and psychotherapists input.

	Therapeutic and Relational Approach	What?	How?	Where?
100% of our children have developmental trauma through separation from primary care givers		**Positive Behaviour Practice**	Unconditional positive regard, even when behaviour challenges	Everyday positive practise, immediate responses and actions that are encouraging, non-judgmental and positive.
			Zones of Regulation	Check-ins, End of Day De-briefs, Reflections
			Rewards	Lesson, Weekly and bespoke
			Praise	Emails, End of Days, actions and responses to behaviour, feedback in books, rewards charts, individualised targets
			Routines	Tutor time, Timings consistent throughout day, creative subjects in the afternoon, own tables,
			Teaching social skills	PSHE, Equals Curriculum, STAR Reflections, PIES
		Trauma Informed/ Attachment Practice	Unconditional positive regard, even when behaviour challenge	Everyday positive practise, immediate responses and actions that are encouraging, non-judgmental and positive
			Nurture	Allocated Trusted staff, Snack boxes,
			Adapted curriculum	2 pathways on differing sites, considers trauma.
			Safe environment	Safe spaces mapping, peer mapping, Levels of Support, Brooks Traffic lights
			Structured environment	Same classrooms, same tutor, morning and afternoon meet and greet in Tutor time
			Bespoke Inductions	Individualised and progressive plans
			Adapted timetables	Individualised and progressive plans
			1:1 interventions	Reflections, pastoral time
		PACE Practice	Unconditional positive regard, even when behaviour challenges	Everyday positive practise, immediate responses and actions that are encouraging, non-judgmental and positive
			Reflections	1:1 interventions time, STAR Reflections
			Student Voice	Meetings, Reward Point dispute forms,
			Actions and responses	Playful, Accepting, Curiosity and Empathy observed in everyday practice, End of Day Briefings

Rationale for Trauma Informed/Attachment – Positive Responses Approach (Diagram simplified below)

The school utilises a positive responses approach to elicit effective outcomes for behaviour and this can be seen as 'actively -ignoring negative behaviours, joking and re-directing.' This approach has been devised and designed with close working with the CRP psychologist and psychotherapists. The responses to negative behaviours are undertaken through rewards and positive approaches/actions, with **unconditional positive regard displayed from staff 100% of the time, even if negative behaviours are seen.**
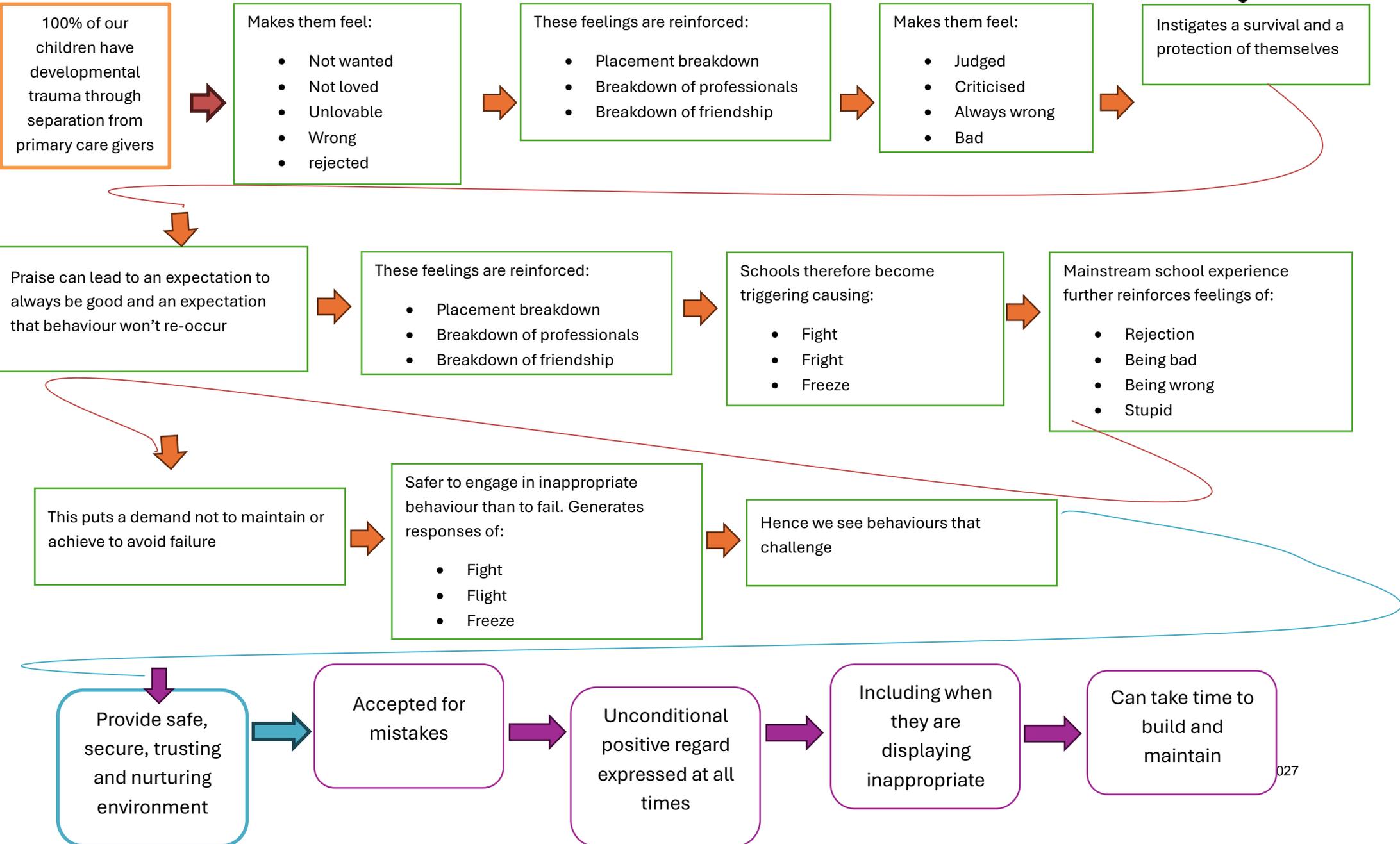
By nature of being in residential care, all of our young people have experienced developmental trauma in being separated from their primary caregivers, alongside any neglect or abuse that they may have been subjected to. This is often internalised by the young person as something being inherently so 'wrong', 'not enough', 'too much' or 'unlovable' about them, that their parents were not able to care for them. These beliefs are often subsequently reinforced by further experiences, such as placement breakdowns, breakdown of relationships with professionals (e.g. A high rate of change in social workers), and feeling judged or criticised by others. This leads our young people to come to expect others to reject them, and since this has had such negative impacts on them in the past, for them, survival is about protecting themselves from this in the future.

For young people at Unity, their experiences of mainstream school have often inadvertently reinforced their negative self-beliefs. They have typically felt rejected by the education system and professionals, due to their needs. This leads school to become inherently triggering for them. When demands are placed on them, this can be experienced as another opportunity to fail, and not live up to the expectations of others. This triggers a threat response, as their experiences have taught them that not living up to expectations leads to rejection.

For some young people, praise can be experienced in this way too. Previous interactions have shown them that when adults praise them for something, they expect that this behaviour will reoccur / be more frequent in the future. This creates a demand that the young person fears they will not be able to live up to. Therefore, rather than engaging in what they perceive as another opportunity to fail, and be rejected, our young people will often use their survival strategies to avoid this demand altogether. Given that their flight / fight / freeze response is often triggered, we may experience this as unhelpful behaviours, or behaviours that challenge.

The most helpful way to support our young people through this is to provide them a safe, nurturing environment, where they feel accepted for who they are, and safe to make mistakes. This requires an unconditional positive regard to be expressed for the young person at all times, including when they are displaying unhelpful behaviours. However, this level of safety takes a long time to build, and there will always still be opportunities for the young person to perceive demands as a threat. They may also experience this differently at different times, based on what else is going on for them at the time, previous triggers (some of which we may be unaware) and the specific relationship that they have with the person supporting them. For many of our young people, it is necessary to find creative ways to deliver work and learning in order that they do not perceive this as a demand.

Rationale for Trauma Informed/Attachment – Positive Responses Approach (Diagram)

keys group

100% of our children have developmental trauma through separation from primary care givers

Makes them feel:
- Not wanted
- Not loved
- Unlovable
- Wrong
- rejected

These feelings are reinforced:
- Placement breakdown
- Breakdown of professionals
- Breakdown of friendship

Makes them feel:
- Judged
- Criticised
- Always wrong
- Bad

Instigates a survival and a protection of themselves

Praise can lead to an expectation to always be good and an expectation that behaviour won't re-occur

These feelings are reinforced:
- Placement breakdown
- Breakdown of professionals
- Breakdown of friendship

Schools therefore become triggering causing:
- Fight
- Fright
- Freeze

Mainstream school experience further reinforces feelings of:
- Rejection
- Being bad
- Being wrong
- Stupid

This puts a demand not to maintain or achieve to avoid failure

Safer to engage in inappropriate behaviour than to fail. Generates responses of:
- Fight
- Flight
- Freeze

Hence we see behaviours that challenge

Provide safe, secure, trusting and nurturing environment

Accepted for mistakes

Unconditional positive regard expressed at all times

Including when they are displaying inappropriate

Can take time to build and maintain

- PACE was developed by American Psychologist, Dan Hughes, to help carers to build positive relationships with young people.
- It is a way of thinking, feeling, communicating that aims to make children and young people feel safe.
- The approach supports adults to build safe and trusting relationships with children and young people who have experienced trauma.

Trauma and our young people

- It is through our early life relationships at attachments than we make sense of our self, others and the world
- Every single one of our young people has experienced trauma
- This impacts how their brain develops, how they feel about themselves and the world
- They have adapted to cope with the traumatic experiences they have had. These survival strategies might not always be helpful now they are safe.

Shame

- Many of our young people have a core believe about themselves based on shame
- This might include 'I am bad', 'I am stupid', 'I am not loved', 'I am not worthy of…'
- Typical behaviour management techniques rely on young people being able to tolerate small amounts of shame
- This works for most young people because they have experiences loving, attuned relationships. When they have felt shame, they have experienced the following cycle:

attunement → break(shame) →re-attunement (repair)

- Our young people, however have not had this experience, and become overwhelmed by shame Their shame response will also likely be triggered more easily than other young people's shame responses.

Shame vs Guilt

- Guilt allows us to notice when we have done something bad, learn from it, and put it right
- Feelings of shame lead to chronic anger and controlling behaviours
- The child can feel isolated and alone, alienated and defeated, and never good enough. They are trapped in shame, the shame has become toxic.
- This state leads to the children experiencing difficulties with regulating their emotions and disorganised thinking.

Blame
"It was his fault!"

Deny
"I never did anything!"

Minimise
"He wasn't really hurt"

Rage
"You always blame me for everything!!!"

Approaches

- DON'T repeatedly ask whether they did something – this will increase their use of their 'shield of shame' responses.
- DON'T become angry yourself – they are likely to mirror this emotion.
- DON'T tell them they are 'bad' or 'naughty' or 'lying' – this will reinforce their self-concept of being inherently bad.

- DO prioritise connection before correction – rather than immediately reprimanding the child, demonstrate compassion and empathy
- DO implement meaningful consequences – help them learn ways of rectifying the situation.
- DO express unconditional positive regard – provide reassurance to them that you continue to like them (although you may not like the way they have behaved in this situation).
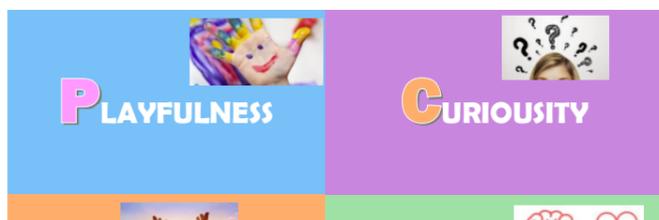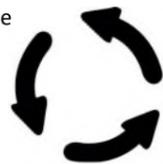
- Light-hearted; Relaxed; Soothing
- Creative, reciprocal enjoyment
- Helps the child feel connected within a relationship; a fun and loving experience

Playfulness

Empathy

- Feeling their feelings
- Being open to the distress/shame/fear the child might be feeling
- Resisting problem-solving
- Just 'sitting with' a feeling

- Acceptance of the child's experience / thoughts / feelings
- Helps non-judgemental understanding of why a child acts/thinks a certain way

Acceptance

Curiosity

- Play detective and try and figure out what is going on
- 'Wonder' about the child
- Make a best guess about what the child might be experiencing
- You don't have to be 'right'
- Being curious can help relieve your pressure of finding a solution

Levels of Support (see table below)

The school uses *Levels* to help manage behaviour that challenges. Thes levels are helpful in supporting children that:

- Demand avoidant behaviors
- Transition to the school
- Have been out of education for long periods of time
- Hit crisis points
- Undiagnosed needs
- No EHCP's
- Understood, misunderstood behaviors
- Control and no control behaviors
- Peer challenges
- Past school trauma

Level 1 offers a plethora of approaches (see diagram below) to suit a variety of children that present with negative behaviors which can include 1 off incidents that are more serious and repetitive low level incidents due to the above reasons:

TYPES OF BEHAVIOUR THAT	NEGATIVE BEHAVIOURS			
	Being rude to others	Damage of property	Damaging individual property	Inappropriate behaviour towards staff

	Interrupting the lesson	Leaving the class without permission	Damaging the environment	Inappropriate behaviour towards students
	Distracting others	Inappropriate language	Property misuse	Filming other students on personal device
	Inappropriate language	Defiant behaviour	Bullying	Fighting/Physical altercation
	Failing to follow instructions	Intolerance of others needs	Misuse of phone	Absconding/ leaving site without permission
			Aggression towards others	Consistent bullying
			Threats towards others	Consistent low-level behavior that affects others

These behaviors are discussed daily in **End of Day De-Briefs** for which Incident, Triggers, Responses, Actions and Outcomes are detailed and reviewed as a whole school.

If it is found that the responses/approaches at Level 1 are not effective and progress is not seen or repetition continues to occur, the child will be moved to Level 2.

Level 2 involves the close team supporting the student will meet with leadership and will plan a more bespoke approach (see type of responses/actions in table below).

Level 3 is used when progress not seen at Level 1 or 2. A meeting is held to unpick challenges and plan a further set of actions/responses.

Level 4 is implemented, using the CRP's external professionals such as psychologist, psychotherapist and also those external to the school. Whichever is deemed as appropriate.

At any point in the stages a child can move down when progress is seen.

Sexual Behaviours

If the behaviours are linked to sexual behaviours, we use an additional step of support. This is called Brooks Traffic Lights. It uses

Categories as a tool to identify whether behaviours are a cause for concern:

Green light sexual behaviours are typical and developmentally appropriate.

They are:

- Spontaneous, curious, light-hearted, easily diverted, enjoyable, mutual and consensual
- Appropriate to the child's age and development
- Activities or play among equals in terms of age, size and ability levels.
These behaviours provide opportunities to talk, explain and provide support.

Orange light sexual behaviours cause concern because of:

- Persistence, intensity, frequency or duration
- The type of activity for the age and stage of development
- Inequality in age, size, power or developmental ability
- Risk to the health and safety of the child or others
- Unusual changes in a child's behaviours.

These behaviours signal should not be ignored and signal the need to monitor and provide targeted support.

Red light sexual behaviours indicate or cause harm because they are:

- Excessive, compulsive, coercive, forceful, degrading or threatening
- Secretive, manipulative or involve bribery or trickery
- Not appropriate for the age and stage of development
- Between children or young people with a significant difference in age, developmental ability or power
- Abusive or aggressive.

These behaviours signal the need to provide immediate protection and follow up support.

Bullying

Due to the varied, presenting needs of students at Unity College, we have implemented a behaviour approach which has been collaborated with the CRP psychologist and psychotherapist that will help to meet the needs of individuals.

We will respond with a 6-stage phase approach which links closely to the behaviour support stages.

Bullying Behaviour

1. Education staff to complete a STAR report, reflecting on the incident (2 occasions).
2. Student to have a PSHE intervention session during Community on a Friday.
3. Meeting with school and care home to discuss concerns and actions
4. Meeting at school with student, carer and a school leader, to set actions and approaches.
5. Meeting with student, care manager and headteacher to review next steps and school responses to bullying.
6. Seek help and support from therapists to devise a suitable approach to meet the needs

Victims of bulling

If a student is on the receiving end of bullying

1. Offer 1:1 time with key staff and plan an approach and strategies for them to ask for help from staff and impacts of their own behaviours on others

If concerns continue about the wellbeing of the student:

2. Meeting with care team to ensure appropriate support is being offered

If further concerns are considered:

3. Seek support from therapy team

If you feel your child needs a different approach, please do keep in contact and share your views.

| Level 1		Level 2	Level 3	Level 4
PBS approaches, standard and individualised adaptations		Bespoke interventions (in addition to those at Stage 2)	Parent Meetings	External Support
Given choices to make right decision	Outdoor wellbeing walk	Reduced timetable	Parent meeting strategies discussion and interests	
Star Reflection	Class move	Education on specific area/topic	Sharing ideas and perspectives	Advice from Psychologist and Psychotherapist
Active ignoring	Quiet space	Change of Rewards	Co-ordinating home and school rewards	Network meetings that include Virtual Head, SEN caseworker
Low demand expectations	Safe spaces	Review lessons and seating	Changing language approach	
Re-set conversation	Youtube learning	Adapt rewards	Bespoke learning/behaviour books prepared	
Movement break	Diary writing	Change of body language		
Time out	Letter writing	Change of vocabulary		
Reduced/increased targets	Music writing	Student voice - staged approach		
Reward targets	Work experience/responsibilities	Class move		
Board tally	Mindfulness			
Distraction	Colouring/sketching			
Outside breaks	Mental health check-in			
Ice cubes (plain or coloured)	1:1 time			
Mediation	Topic focus			
Meditation	Staff mentor			
Sensory adaptations	Transitions 1:1 time			
Outdoor cool-off	Timetable adaptations			
Working in another class	Peer mentoring			
Outdoor expression	Non-verbal communication			
Home learning adaptations	Working outside classroom			
Targeted staff support	Team Approach			
Suspension	Safeguarding Referral			
A valued role in the school to build sense of positive self-esteem				
Ensuring that appropriate behaviours are responded to with care and attention				

Planned ignoring of unwanted (but not dangerous) behaviours to prevent triggering of shame response and inadvertently reinforcing the behaviour through eliciting attention			
Distraction and redirection (of the young people displaying the behaviour, or those in the vicinity)			
Identify the unmet need being communicated			
to add in additional reward system			
Consistent liaison with homes to ensure a consistent approach			
A structured behaviour management scale			

Rewards and Incentives

3 Types of Reward:

- Class Reward/Incentive
- 1 x Individual Reward/Incentive (per day)
- Weekly Premium Reward

To achieve the Class Reward and Individual Incentive you will need to achieve a Green Day in Class Rewards

Class Reward (green)	Green day	→	Individual Incentive	✓
Class Reward (amber)	Amber day	→	Individual Incentive	✗
Class Reward (red)	Red day	→	Individual Incentive	✗
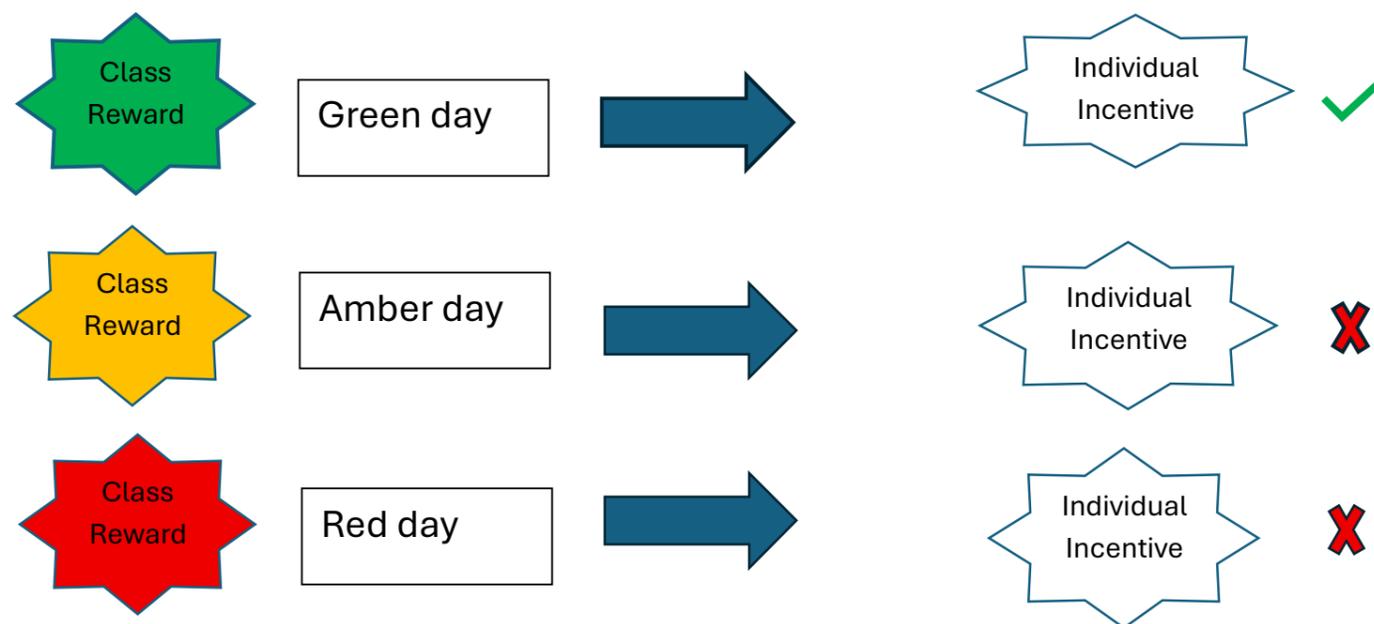
CLASS REWARDS

MON to FRI	Tutor	1	2	Break	3	4	Lunch	5	6	TOTALS
Attendance	0.06p	0.06p	0.06p	0.06p	0.06p	0.06p	0.06p	0.06p	0.06p	0.54p
	1 point	1 point	1 point	1 point	1 point	1 point	1 point	1 point	1 point	9 points
Behaviour	0.06p	0.06p	0.06p	0.06p	0.06p	0.06p	0.06p	0.06p	0.06p	0.54p
	1 point	1 point	1 point	1 point	1 point	1 point	1 point	1 point	1 point	9 points
Learning	0.06p	0.06p	0.06p	0.06p	0.06p	0.06p	0.06p	0.06p	0.06p	0.54p
	1 point	1 point	1 point	1 point	1 point	1 point	1 point	1 point	1 point	9 points

TOTAL POINTS PER DAY	27
TOTAL £'s PER DAY	£1.62
TOTAL PER WEEK	135
TOTAL £'s PER WEEK	£8.10

Green = 22+

Amber = 9 - 21

Red = 9 - 0

INDIVIDUAL REWARDS

- 1 incentive per person, agreed as a staff team with the student
- £2 per day (max £10 per week)

WEEKLY REWARDS

Each Friday the students have an opportunity to have a treat from a sandwich shop (Greggs, Wenzels), this is due to school not being able to offer "Fish and Chip Friday."

If a student has achieved 115 points or more by Break time on Friday they may order a **premium** lunch which has been decided by Student Council.

1. **Responsibilities:**

Students have a chance to gain levels of responsibility on the school if they are showing progress. These can include the following but at times they are offered as a bespoke response to elicit positive behaviours:

- Break and lunch duties
- Shop visits
- Supporting in food room
- Peer mentoring
- Planning stock to order
- Communal boards

Appendix D: Restorative Practice Guidance and Tools

Purpose

To support staff in implementing restorative approaches that repair harm, rebuild relationships, and promote accountability.

1. Principles of Restorative Practice

- Focus on understanding the impact of behaviour on others.

- Encourage pupils to take responsibility and make amends.

- Promote empathy and positive communication.

2. Restorative Conversation Structure

- Opening: Set a calm, respectful tone.

- Exploration: Ask questions such as:

  - What happened?

  - What were you thinking/feeling at the time?

  - Who has been affected and how?

  - What needs to happen to make things right?

- Agreement: Agree on actions to repair harm and prevent recurrence.

- Closure: End positively, affirming commitment to improvement.

3. Templates and Tools

- Restorative conversation notes form.

- Pupil reflection sheets.

- Staff debrief checklist.

Appendix E: Staff Roles and Responsibilities in Behaviour Management

Summary of Key Roles

Role	Responsibilities
Classroom Teacher	Implement behaviour expectations, deliver curriculum adaptations, record incidents, liaise with parents/carers.
Teaching Assistants	Support pupils' behaviour and learning, implement BSPs, assist with de-escalation.
Pastoral Lead	Coordinate behaviour support, liaise with parents/carers, monitor behaviour trends, support staff
SENCO	Oversee SEND provision, coordinate assessments and plans, advise staff on strategies.
Safeguarding Lead	Monitor safeguarding concerns linked to behaviour, manage referrals.
Senior Leadership Team	Provide visible leadership, support staff, make decisions on exclusions, monitor policy implementation.

Appendix F: Positive Behaviour Support (PBS) Strategies and Interventions

Key Strategies

- Use of visual schedules and clear routines.

- Sensory regulation tools and sensory breaks.

- Environmental modifications (e.g., quiet zones, seating arrangements).

- Teaching social and emotional skills explicitly.

- Use of incentives and positive reinforcement tailored to the pupil.

- Collaborative problem-solving approaches.

Appendix G: Safeguarding and Behaviour – Indicators and Procedures

Key Points

- Behavioural changes can indicate safeguarding concerns such as abuse, neglect, or exploitation.

- Staff must be vigilant for early signs and report concerns promptly using the school's safeguarding procedures.

- All behaviour incidents should be considered within the safeguarding context.

- Close liaison between behaviour and safeguarding leads is essential.

Appendix H: Training and Professional Development Log

Date	Training Title	Staff Attendees	Trainer	Notes/Outcomes

- Include mandatory sessions on trauma-informed practice, Keys Connect, PBS, Team Teach, safeguarding updates.

- Record additional specialist training as needed.

Appendix I: Monitoring and Evaluation Framework for Behaviour

Tools and Processes

- Behaviour incident tracking dashboard on ARBOR.

- Regular analysis by leadership to identify trends by pupil group (SEND, vulnerable pupils etc).

- Staff and pupil surveys on behaviour culture.

- Reporting schedule (e.g., half-termly reports to governors).

- Use data to inform training, policy review, and intervention adjustments.