Local Procedure Title	Behaviour and Rewards
Site	Aspris Ridgeway School
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Local Procedure Author(s)	Penny King and Emma Harris
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1. Aims

The purpose of this procedure is to create an atmosphere that is conducive for effective teaching so that learning can take place and our learners thrive with confidence, autonomy and compassion, empowered to contribute meaningfully to their communities.

Aspris Ridgeway School recognises that clear, fair and consistent rules, boundaries and expectations play a vital part in aiding the educational, social, emotional, mental and physical development of learners.

At Aspris Ridgeway School we believe in an ethos that creates a positive learning culture through encouragement, praise and a consistent behaviour structure. This procedure reflects that we believe in fairness, consistency and for learners to have direct involvement in the development of effectively managing their own behaviour.

We aim:

- To foster positive behaviour through trusting relationships and consistent support
- To provide a safe, structured, and emotionally containing school environment
- Promote self-regulation, social understanding, and resilience
- Minimise exclusions and sanctions through proactive, therapeutic approaches
- To promote and reinforce positive, pro-social behaviour
- To support emotional regulation and reduce anxiety through structure and consistency
- To encourage communication, engagement, and learning
- To ensure that behaviour support is individualised, developmentally appropriate, autism-informed, and trauma-sensitive
- To build safe, trusting relationships between learners and staff

2. Principles

The basic principles that all staff will acknowledge and implement to ensure that Aspris Ridgeway School is a place where everyone wants to be, every day:

Principles
- All behaviour communicates an unmet need or emotional state

- A low-arousal, low-demand approach can help avoid escalation
- Behaviour strategies must be personalised and flexible
- Responses should be relational and restorative – not punitive
- Consistency is vital – but must include professional curiosity and adaptive thinking
- Clarity**:** Rules and expectations are explained in concrete, visual, and consistent ways
- Predictability: Routines, schedules, and consequences (positive or negative) are clearly defined and consistently applied
- Individuality: Rewards and supportive consequences are personalised to the learner's interests, needs and communication style
- Support over punishment: Behaviour is viewed through a lens of unmet needs, anxiety, or dysregulation – not defiance
- Every learner has a Personalised Behaviour Support Plan (PBSP)
- Visual supports, clear expectations, and consistency underpin behaviour management
- Staff model regulation, emotional awareness, and repair
- Rewards are immediate and meaningful; consequences are fair, proportionate, and rooted in relationship repair.

The schools use a number of strategies in the management of learner behaviour and recognise that there are a number of preventative measures that can be taken to reduce the likelihood of situations arising where positive handling may be necessary. These include:

- Creating a calm, orderly and supportive school environment that minimises the risk and threat of challenging behaviours of any kind;
- Developing positive and supportive relationships between staff and between staff and the learners;
- Using a whole school behaviour management system where everyone involved has a clear understanding of what is expected of them;
- Adopting a whole school approach to developing the learners' social and emotional skills;
- Providing staff development opportunities that enable all staff to develop skills of positive behaviour management;
- Using de-escalation and diversion techniques to defuse challenging behaviours;
- Managing individual incidents by communicating calmly with learners using non-threatening verbal and body language and wherever possible ensuring that learners can see a way out of a situation through the use of positive choices;
- Specialist intervention and individual strategies relevant to the individual child;
- Clearly set out risk assessments agreed with parents/carers (see procedure guide section).

3. Role-Modelling

Staff members at Aspris Ridgeway School are expected to be effective role models for the learners. It is vital that adults always conduct themselves in a professional manner as they play a pivotal role in the personal and social development of the learners. All learners at Aspris Ridgeway School deserve to experience positive role-models in the form of predictable, reliable, consistent, and caring adults, especially as this is something that many of the learners may not have previously experienced.

Staff members will:

- Model to learners, encouraging them to make appropriate choices.

- Put positive choices into action so that the learners can see that doing the right thing has positive outcomes.
- Apologise when they have made a mistake and rectify it in an assertive, but sensitive manner.
- Make sure that they honour commitments and are reliable to demonstrate that self-discipline is an important facet in life. Learners expect staff to do what they say.
- Be respectful to property and to others.
- Be polite and use appropriate language at all times, listen intently, dress appropriately and arrive to lessons at the correct times.
- Treat each learner as an individual and compensate for learners' inflexibility whilst they are learning.

Staff members will implement the following positive behaviour strategies:

- Clear routines and structure with visual schedules
- Low-arousal environments to reduce sensory overload
- Social stories, comic strip conversations, or equivalent tools to support understanding
- Zones of Regulation, Talk About, or other emotional literacy programmes
- Frequent check-ins, access to safe spaces, and scheduled/unscheduled regulation breaks
- Clear adult modelling of expected behaviour and repair

4. Reward Systems

Aspris Ridgeway School believes that all learners can achieve. Their positive behaviour, efforts and achievements will be recognised, celebrated, and rewarded. Rewards are open to all and are not exclusive, however, they must be earned and not used to appease learners or situations. Aspris Ridgeway School uses rewards to encourage the frequency of positive behaviours in order to increase self-esteem and ingrain behaviour that will improve learners' experiences and enabling them to fully engage with their learning and therefore make progress. Teachers are expected to congratulate and praise learners as required and follow the rewards system with their individual classes.

Rewards are used to:
- Reinforce desired behaviours
- Build confidence and self-esteem
- Encourage effort, not just outcome
- Develop intrinsic motivation over time

Rewards systems centre around positive behaviour focus:
- Emotional regulation efforts
- Social communication attempts
- Task engagement and completion
- Transitions and flexibility
- Independence and resilience

Whole-school rewards approach:
- Token economy system (e.g. points/stars/stamps on a chart) leading to:
- Weekly rewards (e.g. choosing an activity, extra outdoor time, sensory room access)
- Termly celebration events

- Positive phone calls/home notes to parents/carers
- Praise postcards or certificates in assemblies

Individualised rewards
- Based on the learner's interests and motivators (e.g. Lego time, iPad access)
- Visual or tactile reward trackers
- First-then boards ("First maths, then trampoline")
- Reinforcement through Social Praise, e.g.
  - "I noticed you used your calm card – great regulation!"
  - "You asked for help instead of getting upset – well done!"

Types of rewards (Differentiated)

Age group	Possible rewards
All	- Verbal praise - Token economies leading to daily/weekly/termly rewards - Personalised rewards based on special interests - Certificates/postcards home – recognition of effort, kindness, progress - Leadership opportunities – "class helper", peer mentor, helping in assemblies - Celebration assemblies – praise events, success walls, shout-out boards - Lunch with a preferred adult
7-11	- Special interest time - Play-based privileges
12-15	- Tech time - Interest-based projects
16-18	- Study breaks - Autonomy-based privileges - Flexible timetables for interests

Reward delivery
- Visual reward charts with clear progress
- Immediate or scheduled rewards based on preference
- Verbal praise only if accepted/understood as reinforcing
- Rewards should be:
  - Immediate where possible

o Predictable
o Gradually internalised with adult scaffolding

5. Sanctions and Restorative Support

The behaviour system and consequences are in place to instil within learners the recognition that in all areas of society there is a requirement for boundaries and acceptable behaviours. However, the ethos at Aspris Ridgeway School is to promote achievement and positive behaviour by a combination of incentives and achievement. That said, some behaviours could result in a suspension.

Key principles:
- Sanctions must be supportive, proportional, and emotionally informed
- Focus is on restoration, understanding, and emotional growth
- Sanctions should never remove access to basic rights (e.g. food, toileting, medical care, sensory regulation)
- Use protective consequences (for safety) and educational consequences (for growth)

Support before sanctions
Before any consequence is applied:
- Functional behaviour analysis is used to understand triggers and unmet needs
- Regulation tools (sensory breaks, quiet areas, movement) are offered
- Staff response includes co-regulation, not confrontation
- Ensure that language and expectations are accessible (visual, concrete, literal)

Sanctions system
Sanctions are restorative, proportionate, and designed to maintain dignity.

Graduated approach

Behaviour	Staff response and possible consequences
Minor disruption, refusal, low-level defiance	- Non-verbal cue - Visual reminder - Redirection - Offer of regulation break - Time-in with staff - Access to a calm space - Restorative conversation later
Continued refusal or dysregulation	- Supervised 1:1 support for a limited time - Access to calm-down space - Gentle encouragement - Offer choices - Visual re-explanation of expectations - Deferring the task - Quiet 1:1 conversation
Aggression, property damage, unsafe behaviour	- Removal or limitation of specific items - Remove audience if safe - Delayed discussion to prioritise regulation (Regulate first, discuss later) - Protective consequence may apply (e.g. supervised activities)

- Parental contact
- Sensory regulation
- Restorative discussion
- Involvement in appropriate repair activities

Types of supportive consequences:

Type	Examples
Natural consequences (linked to the behaviour)	• Re-doing a task • Making amends/apologising in preferred format
Loss of privilege (time-limited and explained clearly)	• Losing a reward for the day • Rescheduling free time or activity
Restorative Tasks (supported with scripts/visuals)	• Helping repair damage • Creating apology cards • Reflection using social stories or drawings

Never used:
- Shouting or public shaming
- Zero-tolerance policies
- Suspension, unless safety is at risk and all reasonable supports have been exhausted

Staff responsibilities:
- Know and follow each learner's PBSP and regulation toolkit
- Build safe, trusting relationships through consistency, warmth, and empathy
- Apply rewards and sanctions consistently but flexibly
- Record incidents accurately using Engage (MIS)
- Debrief calmly after incidents – focusing on learning, not punishment
- Maintain open communication with families and external professionals
- Seek support from SLT where needed

Whole-school consistency with flexibility
- Shared language across all staff (e.g. "expected/unexpected", "ready to learn", "safe hands")
- Use of consistent visuals, routines, and de-escalation scripts
- Space for professional discretion – especially when responding to trauma responses
- Staff training and peer supervision to support consistent practice and reflection

Support strategies
All consequences are paired with:
- Social stories (to support understanding of impact) or comic strip conversations (or drawing-based reflection) to support understanding of impact
- Coaching on alternatives ("Next time, you could…")
- Regulation check-ins (emotions scale, sensory needs review)
- Supportive, factual communication with home
- Repair tasks (e.g. tidying, supported apologies, helping rebuild)

6. Restrictive Physical Intervention

Restrictive Physical Intervention is not used as a means to 'punish' learners for negative behaviour nor used as a 'threat' within behaviour management strategies. However, there are circumstances when behaviour warrants the use of a physical intervention:

Restrictive Physical Interventions will be used in the following circumstances:
- To stop a learner placing themselves at significant risk of harm
- To stop a learner from causing harm to others (staff, learners and public)
- To stop a learner from causing significant/costly damage
- To guide a learner away from a situation where their presence places either themselves or others at risk.

Expectations upon Staff:
- Only staff who have received (and is in date) Team Teach Training can use Restrictive Physical Intervention (RPI).
- Staff will only use Team Teach as a last resort when all other means to diffuse a situation have been tried.
- Staff will record all RPI's accurately onto Engage on the day of the RPI.
- Staff will telephone parents/carers to inform them that an RPI has taken place that day and stating as to why it was necessary.
- Staff will ensure a welfare check is provided for the learner post hold.
- In the unlikely event of an 'unconventional' hold and/or a learner has sustained as injury as a result of the hold, staff will record this accurately and with transparency as well as informing their line manager.
- Injuries as a result of the RPI will be recorded as per the accident book procedure.

7. Monitoring and Review

Aspris Ridgeway recognise the importance in measuring impact of current procedures and are committed to updating and improving policies where necessary to meet the need of our learners.

The following processes will be implemented:
- Weekly behaviour data reviews in SLT meetings
- Regular reporting to Regional Director
- Half-termly review of individual plans or more often if needed
- Behaviour and reward logs are kept to track patterns
- Learner voice is gathered regularly to refine systems
- Annual whole-school review of behaviour policy with input from:
  - Learners
  - Parents/carers
  - Staff
  - Therapists

Key considerations:
- Ensure learners who are non-speaking or have limited verbal skills are included in feedback loops via symbols, visuals, or Therapy team input

- Avoid the over-reliance on token systems for older learners – build intrinsic motivation through autonomy and relationship-based reward
- Maintain flexibility at all times and adjustments should always be made in response to emotional needs and communication profiles

8. **Aspris Ridgeway's Ethos**

Our overall aim is that Aspris Ridgeway School is a place everyone wants to be every day, by ensuring our environment instils a sense of belonging, resulting in our learners doing the right thing even when no one is watching. We will provide a reward based, not punitive approach to developing positive behaviour choices. This ensures learners can experience recognition for their positive behaviours and undesirable behaviours are reflected upon with the learner to enable them to learn how to manage their negative feelings and as a result, negative behaviours, in a more socially appropriate and positive way. With Social Thinking and Personal Development, alongside targeted therapeutic support incorporated into the curriculum for every learner; this is further reinforced as a whole school approach, not just when negative behaviours are exhibited.

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions