



Tor View School



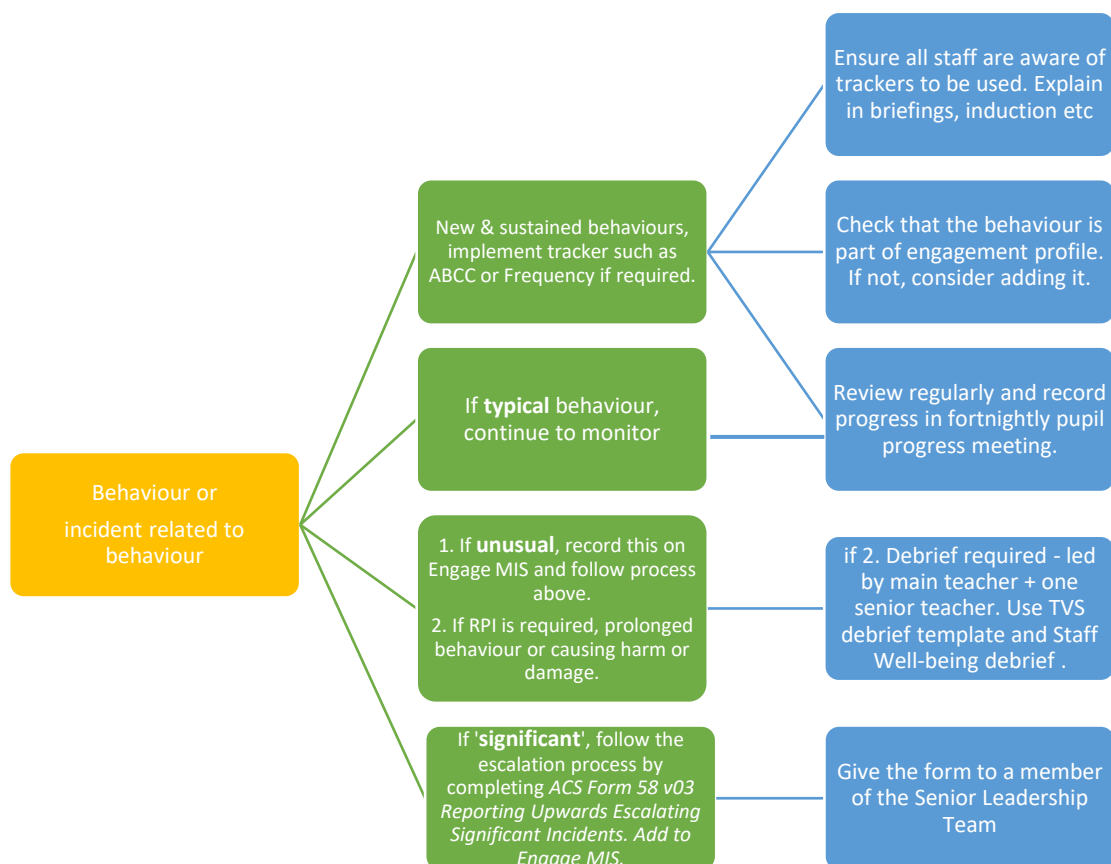
Behaviour management, Reporting and Recording Tor View School-Local Procedure

January 2026

Local Procedure for Behaviour management, Reporting and Recording Tor View School

Local Procedure Title	Behaviour Management, Reporting and Recording
Site	Tor View School
Local Procedure date	January 2023
Local Procedure review date	January 2027
Local Procedure Author(s)	Head Teacher and Assistant Head
Local Procedure Ratification	SLT

Process summary:



Relational approach at Tor View School:

Tor View School recognises that behaviour is a form of communication, and that pupils may arrive with a history of behaviours that haven't been well managed, mismanaged, misunderstood, or overlooked. As part of our referral process, we carefully review all available information to gain an accurate understanding of a pupil's behavioural needs and ensure that the right resources and strategies are in place to support them effectively. This relational approach helps pupils feel secure, valued, and able to belong, achieve, and thrive from the moment they join our school community.

Aspris Children's Services promotes the principles of Positive Behaviour Support, focusing on proactive strategies to reduce the likelihood of unwanted behaviours. At Tor View School, we have robust systems that enable staff to identify behaviours, recognise patterns, and understand masking strategies. This insight allows us to provide tailored support, reduce anxiety, and help pupils manage potential triggers in positive and constructive ways further strengthening their ability to achieve and thrive in learning and social settings.

How do we notice behaviours:

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At Tor View School, we recognise that pupils may arrive with a range of behaviours and coping strategies, some of which may be challenging or inappropriate. During the initial assessment period, our staff work closely with each pupil, using the information provided to identify patterns of behaviour, slow and fast triggers, and subtle cues that may signal potential escalation. This detailed understanding supports early intervention and helps pupils feel understood and able to belong within their new environment.

Some pupils join Tor View School with an existing Positive Behaviour Support (PBS) Plan, typically developed by a disability nurse or other healthcare professional. We follow these plans and monitor them annually if the pupil remains under the supervision of an external health professional. Where a PBS plan does not exist, we use the first term after arrival to gather detailed information and create an in-house plan equivalent to a PBS plan if needed. This ensures every pupil receives personalised, proactive support that enables them to achieve positive outcomes and thrive both academically and emotionally.

Our plans include the following components:

- **Green** – Proactive strategies
- **Yellow** – Early warning signs
- **Amber** – Immediate action required
- **Red** – Reactive strategies
- **Blue** – post-incident strategies

The team around the pupil will complete this plan by the end of the first short term (approximately 5–6 weeks). These plans are ‘live’ documents, meaning they are regularly updated to reflect the most current information about the pupil and their strategies. All staff working with the pupil are expected to read and follow these plans.

Once established, the required actions and strategies may also be incorporated into the pupil’s Individual Education Plan (IEP). The IEP uses SMART targets that are directly linked to the outcomes in the pupil’s Education, Health and Care (EHC) plan. Using the baseline assessment, we can determine which behaviours are typical and which are unusual. Our reporting and recording processes are designed to recognise and differentiate between the two.

Frequency Behaviour Tracker:

The Frequency Behaviour Tracker is an observation tool designed to help staff monitor and record behaviours throughout the school day in a structured and systematic way. This tracker divides the day into 15-minute intervals, allowing staff to note the occurrence of specific behaviours within each time block. By recording the **type, frequency, and time** of behaviours, staff can build a clear picture of patterns and trends over time.

The purpose of this tool is to provide detailed data that can be analysed to identify probable triggers, antecedents, and environmental factors influencing behaviour. This information is invaluable for developing proactive strategies and targeted interventions that support the pupil effectively.

Teachers typically decide to use the Frequency Behaviour Tracker when their professional judgment indicates that a pupil’s behaviours need closer scrutiny. This may be because behaviours are escalating, new behaviours are emerging, or existing strategies are not proving effective. The ultimate aim is to understand the underlying causes and find practical solutions.

How it works:

- Staff list up to six specific behaviours on the tracker sheet. These behaviours are chosen based on relevance to the pupil’s needs and the concerns being monitored.
- Each 15-minute interval is observed, and any occurrence of the listed behaviours is recorded.

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- After a suitable period (e.g., several days or weeks), the data is reviewed to identify patterns such as:
 - Times of day when behaviours are most frequent.
 - Links between behaviours and specific activities, transitions, or environmental changes.
 - Possible triggers or antecedents that precede the behaviours.

This systematic approach enables staff to move beyond anecdotal observations and make evidence-based decisions about interventions. The data collected through the Frequency Behaviour Tracker often informs updates to the pupil's Positive Behaviour Support Plan or Individual Education Plan, ensuring that strategies remain relevant and effective.

Recording Behaviour Incidents:

At Tor View School, we recognise that it is impractical to record every aspect of pupil behaviour throughout the day. Instead, we use a baselining process to establish what behaviours are typical for each pupil and identify those that are unusual or out of the ordinary. This ensures that our recording focuses on significant incidents that require attention and follow-up.

When to Record an Incident:

Incidents are formally recorded when they involve:

- **Damage to staff, pupils, or property**
- **Restrictive Physical Intervention (RPI)**, such as those outlined in Team Teach training
- **Unusual or concerning behaviour** that falls outside the pupil's typical baseline

All such incidents must be logged in the **Engage MIS** system by the staff involved.

Restrictive Physical Intervention (RPI):

If staff have needed to use RPI, a **debrief record** must be completed. This is a critical step to ensure transparency, accountability, and reflection on the incident.

Following any incident involving RPI or harm to staff/pupils, a **debrief meeting** will take place. The purpose of this meeting is to:

- Agree on a clear chronology of events
- Identify antecedents, triggers, and interventions
- Discuss next steps for both staff and pupils

Staff are also offered a **private staff well-being debrief**, providing an opportunity to share views or concerns confidentially. This supports staff welfare and ensures that emotional impact is acknowledged.

Debrief Process

- **Timing:** Debriefs should ideally be completed on the same day, involving all staff who were present during the incident.
- **Leadership Notification:** Senior Leadership must be informed whenever a debrief is required, along with the nature of the incident.
- **Facilitation:** The debrief should be led by the pupil's teacher, supported by another teacher who was not involved in the incident.

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- **Support:** All involved staff should be offered first aid or other support if needed.

All documentation must be scanned and saved in the designated **Debrief Folder**.

Escalation:

If a significant incident occurs (e.g., serious harm, repeated RPI, or safeguarding concerns), escalation procedures will be followed in line with school policy. Definitions and thresholds for escalation are outlined in the Behaviour Policy.

Significant incidents are:

- those which will result in Notifications to an external regulator,
- those which involve any external agencies (including police, paramedics, A&E, LADO, Safeguarding, HSE),
- Any incident that affects the business continuity of the service eg fire, flood, outbreak
- any incident likely to result in adverse media coverage.
This includes:
 - all Running Away and Missing Incidents where the police are notified,
 - all incidents where a 'ground hold' is used
 - any incident resulting in staff suspension **WITHOUT** providing any details of the staff member(s) concerned in suspension/HR elements

In these circumstances form: **ACS Form 58 v05 Reporting Upwards Escalating Significant Incidents** is used and sent to the appropriate manager.

Monitoring Behaviour Incidents:

At Tor View School, monitoring behaviour is an ongoing process that ensures patterns are identified early, concerns are addressed promptly, and strategies remain effective. We use a combination of team discussions, data analysis, and formal reporting systems to maintain a proactive approach.

Daily Staff Briefings:

Morning and Afternoon Briefings: These sessions provide opportunities for staff to share updates on pupil behaviour, discuss strategies, and plan support for ongoing patterns.

Recording: Briefings are documented using a template so that absent staff can catch up on key information.

Risk Assessment Updates:

Where behaviour presents a potential risk, staff must update the following documents:

- **AHS Form 33 – Potential Violence Risk Assessment:** A school-wide 'live' document that reflects current risks.
- **AHS Form 13B – Individual Risk Assessment & Management Plan:** A personalised plan for pupils requiring additional support.

These forms help maintain a clear and current understanding of risk levels and ensure that appropriate measures are in place to safeguard pupils and staff.

Sanctions and Relational Strategies at Tor View:

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At Tor View School, **sanctions are not used** as part of our behaviour management approach. Instead, our ethos is rooted in relational strategies that prioritise understanding, trust, and positive engagement. This approach is guided by five key principles that underpin everything we do:

- **Child-centred** – Every decision and interaction is focused on the individual needs of the pupil.
- **Nurturing** – We create a safe, supportive environment where pupils feel valued and understood.
- **Engaging** – Learning and behaviour support are designed to capture interest and promote active participation.
- **Motivating** – Strategies aim to encourage pupils through positive reinforcement and meaningful goals.
- **Personalised** – Support is tailored to each pupil's unique circumstances, strengths, and challenges.

The PACE Approach:

Our staff use Playfulness, Acceptance, Curiosity, and Empathy (PACE) in all interactions not only during moments of dysregulation but throughout the school day. This approach helps build trust and strong relationships, which are essential for learning and emotional development.

- **Playfulness** – Using lightness and appropriate humour to reduce anxiety and build rapport.
- **Acceptance** – Recognising and accepting the pupil's feelings and coping strategies without judgment.
- **Curiosity** – Exploring the reasons behind behaviours in a non-confrontational way.
- **Empathy** – Demonstrating understanding and compassion for the pupil's experiences and emotions.

We avoid rigid approaches or punitive measures, focusing instead on flexibility, understanding, and positive relationships.

Responding to Behaviour:

We categorise behaviours into three levels, each with a tailored response:

Typical Behaviours

- Acceptance of coping strategies is key.
- Staff propose more appropriate alternatives if these are in the pupil's best interests.
- Staff remain present, showing unconditional regard, and maintain awareness of facial expression, tone of voice, and body language.
- Predictability is essential staff behave consistently and use clear structures and boundaries previously established with the pupil.
- Play (appropriate to the individual) may be used to engage, redirect, and build rapport.

Supporting Pupils in Understanding Their Behaviour and Feelings:

At Tor View School, we believe that helping pupils develop emotional literacy and self-regulation skills is essential for their overall well-being and success. Our approach combines active involvement, visual supports, and structured frameworks to make these concepts accessible and meaningful.

Visual Supports:

We use visual tools to help pupils recognise and express their feelings. One key resource is the Zones of Regulation, a widely recognised framework developed by Leah Kuypers (2011). This curriculum teaches pupils to:

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- Identify feelings and energy levels by sorting them into four colour-coded zones:
 - **Blue Zone** – Low energy, sad, tired
 - **Green Zone** – Calm, focused, ready to learn
 - **Yellow Zone** – Elevated emotions, anxious, frustrated
 - **Red Zone** – Intense emotions, anger, loss of control
- Understand that all zones are normal and expected at different times in life.
- Learn strategies and tools to manage their zones effectively, supporting goals such as completing schoolwork, managing big feelings, and maintaining healthy relationships.

The Zones of Regulation provides a simple, common language and visual structure, making the complex skill of emotional regulation more concrete for pupils and those who support them.

Practical Application:

Staff integrate these approaches throughout the day, not just during moments of dysregulation. Pupils are encouraged to:

- Reflect on their feelings using visual prompts.
- Choose strategies from their toolkits to help them return to a regulated state.
- Engage in discussions about emotions in a safe, supportive environment.

This proactive approach helps pupils build lifelong skills in emotional awareness, self-regulation, and resilience.

Staff Training in Supporting Behaviour:

At Tor View School, we are committed to creating a safe, supportive, and inclusive environment for all pupils. To achieve this, all staff receive comprehensive training in understanding and responding to behaviour in a positive and proactive way. Our approach is underpinned by the belief that all behaviour is a form of communication, and we strive to understand the underlying needs or experiences that may be influencing a child's actions.

Our training programme equips staff with the knowledge, skills, and confidence to manage behaviour effectively while maintaining dignity, respect, and emotional safety for pupils. Key elements of our training include:

1. Team Teach

All staff are trained in the Team Teach approach, which focuses on:

- **Positive handling strategies** to reduce risk and promote de-escalation.
- **Physical intervention techniques** (used **ONLY as a last resort** and always in line with legal and ethical guidelines).
- Emphasis on **restorative practice** and **post-incident reflection** to support both staff and pupils after an incident.

Team Teach training ensures that staff can respond safely and appropriately in high-risk situations, while prioritising prevention and de-escalation.

2. Trauma-Informed Practice

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We recognise the impact that **trauma and adverse childhood experiences (ACEs)** can have on behaviour and learning. Our trauma-informed training helps staff to:

- Understand the neuroscience of trauma and its effects on brain development and behaviour.
- Respond with empathy and consistency, rather than punishment.
- Build trusting relationships that foster emotional safety and resilience.

This approach ensures that pupils feel understood and supported, reducing the likelihood of re-traumatisation and promoting positive engagement.

3. De-escalation Techniques

All staff are equipped with a range of de-escalation strategies to prevent conflict and reduce anxiety, including:

- **Non-verbal communication** (e.g., body language, tone of voice).
- **Active listening** and **emotion coaching** to validate feelings and guide pupils toward regulation.
- Use of **calm spaces** and **regulation tools** to support self-regulation and recovery.

These techniques are embedded in daily practice, ensuring that pupils receive consistent, compassionate responses.

4. Understanding Behaviour as Communication

Our approach is **needs-based**, recognising that:

- Behaviour often reflects unmet needs, such as sensory processing difficulties, emotional distress, or communication challenges.
- Staff are trained to observe, interpret, and respond to behaviour in ways that support the child's development and wellbeing.

By viewing behaviour through this lens, staff can implement strategies that address the root cause rather than simply managing the symptoms.

Related Aspris Policies:

ACS 08 V01 Rewards and sanctions
ACS 04 V01 Positive Behaviour Support
ACS 03 V01 Countering bullying

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
01/09/2023	J GORDON	ADDED REVIEW HISTORY AND CONTENTS TABLE.
05/09/2023	J. GORDON	PAS removed. Sanction sentence added.
19/06/2024	J. GORDON	PAGE 1 DIAGRAM UPDATED.
07/09/2025	N. CUTLER	Training support
12/01/2026	L.GANNON	Updating document and reviewing content in line with Behaviour policy.