



## **Tor View School**



# **Positive Behaviour Local Procedure**

## **January 2026**

## Local Procedure for Promoting Positive Behaviour

<b>Local Procedure Title</b>	<b>Promoting Positive Behaviour</b>
<b>Site</b>	<b>Tor View School</b>
Local Procedure date	January 2022
Local Procedure review date	January 2027
Local Procedure Author(s)	Head Teacher and Assistant Head
Local Procedure Ratification	SLT

### Rationale

Tor View School is committed to creating an environment where every pupil feels safe, calm, and supported to belong, achieve, and thrive. We embrace Trauma-Informed Practice and positive behaviour strategies that focus on understanding the underlying reasons for our students' behaviours. Through care and consideration, we aim to provide the right support to help them develop socially appropriate behaviours. Our goal is to promote inclusion, independence, and confidence, enabling all young people to participate fully in society and ensuring they have the opportunity to belong within their community, achieve their personal goals, and thrive both in school and beyond.

### Our aims

- **Create a Safe and Nurturing Environment**  
Ensure all pupils' behaviour contributes to a calm, inclusive learning environment where everyone feels valued, safe, happy, able to learn, and supported to belong.
- **Enable Pupils to Learn Appropriate Behaviour**  
Support pupils in developing behaviours that remove barriers to leading fulfilling and rewarding lives, enabling them to achieve positive outcomes now and in the future.
- **Promote Access to Learning and Progress**  
Help pupils behave appropriately so they can successfully access their individual curriculum, make progress, and achieve their full potential.
- **Implement Trauma-Informed and Positive Strategies**  
Use approaches that understand the function of behaviour and respond with empathy, care, and consideration, ensuring pupils feel secure enough to thrive.
- **Foster Inclusion and Independence**  
Equip pupils with the skills and confidence to participate fully and independently in school and wider society, enabling them to belong, achieve, and thrive in their communities.

### Legislation and statutory requirements

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils at school with medical conditions

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It is also based on the SEND code of practice.

**In addition, this policy is underpinned by statutory requirements, including:**

- Section 175 of the Education Act 2002 – which outlines a school’s duty to safeguard and promote the welfare of its pupils.
- Section 88 of the Education and Inspections Act 2006 – which requires schools to regulate pupils’ behaviour, publish a behaviour policy and a written statement of behaviour principles, and gives schools the authority to confiscate pupils’ property.

### Guidance

- We recognise that all pupils have individual needs and may display different behaviours for a variety of reasons. Therefore, our responses are always tailored to the individual.
- Through careful assessment and planning, we strive to understand the underlying causes of behaviour. By ensuring our curriculum is purposeful and meets pupils’ needs, we aim to create the conditions that enable positive behaviour.
- While some pupils require a personalised Positive Behaviour Plan, in most cases, the most effective approach to managing challenging behaviour is through our whole-child curriculum, which supports self-awareness and the development of self-regulation skills.
- Where a Positive Behaviour support Plan is in place it must be shared and understood by all staff working with the pupil. These plans should also be discussed and agreed with the pupil, their parents/carers, and relevant external agencies where appropriate.
- The Positive behaviour support plan document should be considered alongside other key documents, such as curriculum plans and risk assessments.
- All staff have received **Team Teach™** training in physical intervention strategies. These strategies are used only as a last resort and in specific, exceptional circumstances.

### Recording and Tracking Behaviour

The school systematically records and monitors behaviour to identify trends and patterns that inform our proactive strategies. This process enables us to:

- **Analyse Behaviour Data:** Incidents are logged promptly and accurately on our designated systems (e.g., Engage/CPOMS), ensuring consistency and transparency.
- **Identify Patterns and Triggers:** Behaviour tracking forms are used to collect data, which is then reviewed to understand underlying causes, frequency, and context, helping us tailor interventions to individual needs.
- **Inform Planning and Support:** Insights from tracking are used to adapt curriculum delivery, implement targeted strategies, and update individual plans where necessary.

### See also

- Anti-Bullying Procedure
- E-Safety procedure

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### **Appendix One**

#### **How we promote positive behaviour**

At Tor View School, we take a tailored approach to supporting pupils in managing their behaviour. We recognise that each student's needs are unique, and therefore their behaviour management strategies may differ significantly. Individualised plans including specific techniques, triggers, and de-escalation strategies are discussed during team and multi-agency meetings and documented in each student's white file.

While our approach is flexible and personalised, it is underpinned by a set of common principles that guide our practice. These core themes are outlined within this policy and are designed to ensure every young person can belong, achieve, and thrive.

#### **Understanding and Empathy**

Tor View School believes that supporting our young people to make positive choices begins with truly understanding them. This means getting to know each pupil well, listening to their views, and valuing their input so they feel they belong within our community.

This understanding includes considering factors such as:

- Diagnosis and its impact on daily life
- Previous experiences in other settings
- Health considerations (e.g., medication, vision impairments, physical disabilities, sleep patterns, diet, hydration)
- Levels of anxiety and triggers for heightened anxiety
- Emotional literacy, social skills, and communication abilities
- Self-esteem and confidence
- Academic history, including previous attainment and success
- Home life, family relationships, and routines
- Friendships and social connections inside and outside school

We dedicate significant time to building a deep understanding of each pupil's needs. This includes strong collaboration with families, carers, and external agencies, as well as ongoing dialogue with the student themselves.

Behaviour of concern is often influenced by changing needs and circumstances throughout the day. Our staff are skilled at observing subtle shifts in mood and adapting support accordingly. We strive to identify the root causes behind negative behaviour, which are often complex and not immediately visible.

To guide our approach, we use frameworks such as Maslow's Hierarchy of Needs and Team Teach's Conflict Spiral as visual tools for understanding behaviour and planning interventions.

#### **Relationships**

Building strong, positive relationships with our pupils is at the heart of our practice. These relationships provide the security pupils need to belong and the confidence to achieve socially, emotionally, and academically.

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At Tor View School, class groups are intentionally small with a high staff-to-pupil ratio (often one-to-one). This structure enables trusting relationships to develop quickly, reducing anxiety and allowing us to create a truly individualised curriculum both key factors in helping pupils thrive.

Once strong relationships are in place, managing early signs of behavioural difficulty becomes far more effective. Simple strategies such as humour or distraction can prevent escalation.

We also prioritise the development of positive peer relationships. Where these connections form, pupils often show improved social awareness, emotional regulation, confidence, and self-esteem.

### **Nurture**

We strive to create a nurturing environment where every pupil feels valued, listened to, and cared for. Our goal is for pupils to feel relaxed, safe, and confident to be themselves conditions essential for pupils to belong and thrive.

Our ethos is rooted in unconditional positive regard, treating every session as a fresh start. We recognise that behaviour does not define an individual; all behaviour is a form of communication. Understanding this is central to our approach, and we dedicate significant time to exploring the reasons behind behaviour.

### **Role Modelling**

Every member of staff has a responsibility to act as a positive role model for our pupils, and we take this responsibility seriously, recognising the significant impact it has on their learning and development.

We value the diversity within our staff team and see it as a strength. By exposing pupils to a range of personalities, approaches, and perspectives, we provide rich opportunities for social development. These varied interactions help pupils learn flexibility, respect, and understanding.

Role modelling extends beyond the classroom. When pupils see staff demonstrating positive behaviours in different contexts such as during breaks, on trips, or in shared spaces. It reinforces key social and emotional skills and promotes consistency in expectations.

### **High expectations**

We maintain high expectations for both our pupils and ourselves at all times, ensuring that the targets we set are challenging yet achievable. Our approach is rooted in the belief that every pupil has the capacity to grow and succeed when provided with the right support, environment, and opportunities.

We recognise that many of our pupils face a range of challenges that can make making positive choices difficult. However, we are committed to helping each student develop strategies to improve their self-regulation and behaviour management. Through consistent guidance, personalised support, and positive reinforcement, we empower pupils to build the skills they need to thrive.

### **Communication**

At Tor View School we recognise that effective communication is fundamental to promoting positive behaviour at Tor View School. By responding sensitively to all forms of communication—verbal or pre-verbal—we ensure every pupil feels heard and that they belong within our community.

Many of our pupils face significant communication challenges due to the nature of their diagnosis, which can impact their ability to succeed, learn, and manage behaviour. To address this, we maintain a strong focus on developing

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communication skills through a range of strategies, including visual supports, specialist assessments, targeted interventions, and the use of Augmentative and alternative communication (AAC).

We aim to help pupils recognise, label, and express their emotions in calm and appropriate ways. At the same time, we understand that all behaviour is a form of communication and serves a purpose. Behaviour provides valuable insight into a pupil's needs, and we use this understanding to guide our support and interventions.

### **Success and achievement**

We work hard to foster a culture of success for all pupils. This success is carefully planned and meaningful, achieved by setting targets and tasks that are challenging yet attainable. Success without challenge can feel patronising and is less effective in driving positive change. Often, the greatest sense of achievement comes when pupils overcome barriers and persist through initial setbacks.

We recognise that failure and the fear of failure is a major trigger for challenging behaviour, often linked to low self-esteem and a lack of confidence. Many pupils have experienced negative educational experiences in previous settings, sometimes over extended periods or even throughout their entire school careers. Our approach seeks to break this cycle by creating opportunities for genuine success, building confidence, and restoring a sense of achievement.

### **Positive behaviour Support**

Positive Behaviour Support (PBS) is a proactive, evidence-based approach used at Tor View School to promote positive behaviour and reduce challenging behaviour. PBS focuses on understanding the underlying reasons for behaviour and addressing these through supportive, person-centred strategies rather than punitive measures. At Tor View, this means creating structured, predictable environments, teaching alternative skills, and reinforcing socially appropriate behaviours. The approach is collaborative, involving staff, families, and the young person, and aims to uphold dignity, independence, and long-term success.

### **Pupil Voice**

Our pupils thrive when actively involved in their personalised learning. When their views are respected and incorporated, pupils feel valued, motivated, and confident to achieve. Where pupils find participation difficult, we offer appropriate support to ensure their voice is still represented and they continue to belong in the decision-making process. Many of our pupils have clear ideas about the direction and focus they want for their education, and when these views are respected and incorporated, they feel valued, motivated, and empowered to succeed.

### **Advocacy**

Advocacy is central to our ethos. We are committed to ensuring that every pupil's voice is heard, respected, and acted upon. This means actively representing their views, needs, and rights in all aspects of school life, including planning, decision-making, and multi-agency meetings. We work closely with families and external professionals to champion the best interests of each pupil, particularly where they may face barriers to communication or understanding. Our goal is to empower pupils to shape their education and provide them with the support to achieve increased independence and thrive in school and beyond.

### **A team approach**

As a staff team, we place a strong emphasis on supporting one another in our work with pupils, particularly around behaviour. Our strategies are designed to be consistent, practical, and accessible for all staff members, ensuring a unified approach across the school.

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We actively move away from a hierarchical approach to behaviour management. This helps pupils learn to respond positively to all adults, rather than relying solely on a key worker or preferred member of staff. A consistent, unified approach ensures all pupils experience predictable support that helps them feel they belong, encourages them to achieve, and enables them to thrive.

Professional development is central to our practice. The whole team engages in ongoing training and reflective discussions around behaviour management. This includes in-depth team conversations, sessions led by the Senior Leadership Team and therapy specialists, as well as training from external providers. Through this collaborative approach, we continually strengthen our skills and consistency in supporting pupils.

### Appendix Two

#### Definition of behaviour of concern

We see behaviour of concern as any kind of behaviour that impedes the pupil's learning and safety, and/or the learning and safety of those pupils around them. This would include non-compliance, extreme withdrawal and/or introverted behaviour, as well as the more recognised form of verbal or physical aggression.

#### Resolution and Consequence

While there will be occasions where consequences must be considered following incidents of negative behaviour, the team often recognises that many behaviours stem from SEN-related challenges, such as difficulties interpreting social cues associated with autism. In these cases, prioritising strategies that help the student reflect and learn from the experience is considered a more effective and sustainable long-term approach than punitive measures.

When deciding whether an additional consequence is appropriate, the following factors should be carefully evaluated:

- **Nature of the Incident:** Was the behaviour premeditated and deliberate, or was it an instinctive response driven by fight-or-flight?
- **Underlying Needs or Circumstances:** Did the incident relate to a student's special educational needs or personal circumstances (e.g., sensory sensitivities to smell, sound, or touch)?
- **Preventative Measures:** Had the school implemented all reasonable strategies to prevent the behaviour and support the student beforehand? Was sufficient processing or take-up time provided?
- **Relevance and Impact:** Will the consequence be meaningful, promote learning, and contribute to resolving the issue for the student?
- **Achievability:** Is the consequence realistic and aligned with our ethos of setting pupils up for success, not failure?
- **Collaborative Decision-Making:** Consequences should ideally be agreed upon by the team, or at minimum, involve more than one staff member.
- **Communication:** Careful consideration should be given to how the decision is communicated to parents/carers.
- **Curriculum Integrity:** A student's timetable is designed to support success. We do not typically remove sessions as a consequence (e.g., stopping cooking because maths is incomplete, or cancelling a trip day due to poor behaviour in science).

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- **Timely Resolution:** The ultimate aim is to resolve issues promptly so the student can move forward and continue learning and achieving.

### Allowable Consequences (Sanctions)

Tor View School will, wherever possible, prioritise natural consequences over formal sanctions. These should follow the incident as promptly as possible to maintain a clear and logical link between the behaviour and its outcome. The primary focus will always be on helping the child or young person understand the impact of their actions, thereby reducing the likelihood of repetition. This approach is most effective when students are actively involved in selecting their own consequence, fostering ownership and reflection.

The following consequences may be considered, depending on the nature and context of the behaviour:

- **Reflection Opportunities:** Prompting time to think or structured reflection.
- **Debriefing:** Guided discussion to review the incident and its impact.
- **Apologies:** Encouraging verbal or written apologies where appropriate.
- **Delayed Access:** Temporarily delaying access to preferred activities.
- **Parental Engagement:** Meetings or communication with parents/carers.
- **Leadership Involvement:** Meeting with the behaviour lead or a member of the Senior Leadership Team (SLT).

### Appendix Three

#### Positive Handling – the safe use of physical intervention

At Tor View School, the use of any form of physical handling is rare. Audit-based interventions are only employed as a last resort and always follow a dynamic risk assessment.

Our approach focuses on supporting children and young people to develop socially acceptable behaviour through consistent guidance from adults. However, there may be occasions where a member of staff needs to come into physical contact with a young person—for example, guiding them to a safe space or preventing significant harm to others. These instances are classified as physical intervention.

Across the school, physical intervention may be used when:

Physical intervention within Tor View School is only permitted by staff who have received accredited training in Team Teach.

This includes:

- Any Teacher employed at the school
- Support staff such as teaching assistants, learning support assistants, learning mentors, and lunchtime supervisors.
- Individuals temporarily authorised by the Head Teacher to have control or charge of children or young people (e.g., catering or premises staff), and unpaid volunteers (e.g., parents accompanying pupils on school-organised visits).
- Any other person whom the Head Teacher has formally authorised to have control or charge of young people.

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At Tor View School, prompt, effective, and insightful de-escalation of any incident or potential incident is always the preferred approach over the use of Physical Intervention or Audit-Based Interventions (PI).

**Approved Techniques Only:** Only agreed and approved PI techniques will be used. The school's current preferred approach is **Team-Teach**.

**Personal Handling Plans:** Where required, an individualised approach for each child is documented in a Personal Handling Plan, created collaboratively with the child and their parents/carers wherever possible. These plans are regularly reviewed.

**Dynamic Risk Assessment:** The use of PI is always subject to dynamic risk assessment and carried out with full respect for the dignity of the child involved.

**No Pain Compliance:** The use of pain to manage a PI situation is **never acceptable**.

### Managing Risk

Effective risk assessment is essential to the safe use of Physical Intervention (PI). Where there is a significant likelihood that a young person may require support through PI (noting that the vast majority of children and young people at Tor View School do not), an **individual risk assessment** will be completed. This assessment will include, where relevant, specific advice from any medical practitioner responsible for the young person.

Regular review and monitoring of all information relating to the use of PI is undertaken to inform and improve risk management practices, ensuring interventions remain safe, appropriate, and necessary.

### Training and Induction

All prospective employees will be informed during the interview process about the potential use of Physical Intervention (PI) before any offer of employment is made.

New staff who have not yet completed PI training will only work in situations deemed suitable following a risk assessment.

Only staff who have successfully completed accredited PI training are permitted to use PI techniques.

All staff will participate in regular and ongoing training focused on de-escalation and distraction techniques, ensuring best practice and reducing the need for physical intervention.

### Reporting, Recording and Reviewing

All incidents involving the use of Physical Intervention (PI) must be recorded in the Incident Reporting System, in accordance with OP04 Incident Management, Reporting and Investigation and any relevant regulatory requirements.

Following any incident involving PI, both the young person and the staff involved should be given the opportunity to participate in a reflection and repair or debrief meeting. This process should be documented as part of the incident record.

Records must include:

- Details of the incident and the effectiveness of the approaches used.

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- Information relating to any injuries sustained by staff or children during the use of PI.

### Providing Information

Tor View School recognises the importance of transparency and communication regarding the use of Physical Intervention (PI).

- Information about any use of PI will be shared with **parents/carers, children or young persons, and placing authorities** as appropriate.
- Relevant information will also be made available to the **Local Safeguarding Children Board (LSCB)** by the site.
- Wherever possible, parents/carers and the young person will be invited to participate in the creation and review of the individual's **Risk assessment**, ensuring a collaborative and informed approach.

### Monitoring

At Tor View School, the Head Teacher holds overall responsibility for reviewing and monitoring the use of Physical Intervention (PI). This responsibility may be delegated to a nominated staff member with appropriate training.

At an organisational level, data relating to the use of PI is collated and monitored by the Safety, Quality and Compliance Team, which operates independently of site management. Any concerns identified within data patterns or trends are reported to the Operations Team for further review and action.

## Appendix Four

### The use of Fixed Term Exclusion

Aspris Children's Services recognises that exclusion is **an absolute last resort**, only considered when all other strategies have proven ineffective. It is reserved for severe cases of violent behaviour, persistently disruptive behaviour, or an accumulation of poor behaviour.

- **Duration:** Fixed-term exclusions may last between **one and fifteen days**.
- **Education Provision:** From the **sixth day** of a fixed-term exclusion, the student's school is responsible for arranging **full-time education**.
- **Authorisation:** Normally, only the **Head Teacher** can sanction exclusion. If unavailable, the **Deputy Head** and/or **Head of Care** may authorise it, consulting with the school's operational manager where possible.

Before exclusion is considered, extensive steps are taken to resolve issues, including:

- Internal exclusion or segregation from peers
- Direct therapy and pastoral support
- Creative solutions involving local authority officers, professionals, and parents, which may include a managed move to another school

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The following are possible reasons why a student may be given a fixed-term exclusion:

- Physical assault against another student or an adult
- Verbal abuse or threatening behaviour against a student or adult, including carrying an offensive weapon
- Racist abuse
- Sexual misconduct, including abuse or assault
- Drug and alcohol-related incidents
- Serious damage to property
- Theft
- Persistent disruptive behaviour

All schools within Aspris Children's Services use a wide range of alternatives to exclusion to support positive behaviour. These include:

- **Restorative Justice:** Enables the student to repair harm caused to a 'victim' and allows all parties involved to participate fully in the resolution process.
- **Mediation:** Facilitated by a third party—usually a member of staff, therapist, or SLT member—to achieve a satisfactory outcome, particularly in cases of conflict between two parties.
- **Internal Exclusion:** Used to defuse situations that require a student to be removed from class but not from the school premises. A designated area within the school is provided with appropriate support and supervision. Internal exclusion is short-term and always subject to review (refer to **OP10 Deprivation of Liberty Policy and Guidelines**).
- **Managed Move:** Allows a student to have a fresh start in a new school. This is only carried out with the full knowledge and cooperation of all parties involved and through the educational review process.

**Important:** Aspris Children's Services acknowledges that **formal exclusion is the only legal method of removing a student from school**. Informal or unofficial exclusions are **illegal**, regardless of whether they are agreed upon by parents or carers.

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### Appendix Five

#### Positive Behaviour Support Plans

All pupils have a Risk Assessment, and a Risk Reduction Plan. These documents work together to ensure that pupils' needs are understood and met, they remain safe, and they are supported to learn and progress towards their aspirational goals.

Individual Support Plans are developed collaboratively with the pupil, their family, and the wider multi-professional team. These plans are reviewed at least termly to ensure they remain relevant and effective.

If a pupil requires a Positive Behaviour Support (PBS) plan, it is developed collaboratively and structured around five core elements:

- **Understanding the Individual**  
A holistic profile of the pupil, including strengths, interests, communication needs, sensory preferences, and any factors that influence behaviour.
- **Functional Assessment of Behaviour**  
Identifying the purpose or function of behaviours of concern (e.g., to gain attention, escape a demand, or meet a sensory need) through observation and data analysis.
- **Proactive Strategies**  
Environmental adjustments, structured routines, and teaching of skills that reduce the likelihood of behaviours of concern and promote positive engagement.
- **Teaching Replacement Skills**  
Strategies to teach functional, socially appropriate alternatives to behaviours of concern, such as communication skills, emotional regulation, or problem-solving.
- **Reactive Strategies**  
Agreed responses when behaviours of concern occur, ensuring safety, maintaining dignity, and reducing escalation without punitive measures

#### Required Level of Supervision

This section outlines the level of supervision each pupil typically requires, using a best-fit model. Staff may exercise planned discretion to provide pupils with opportunities to develop independence and self-regulation, while maintaining safety. Levels of supervision can be adjusted dynamically based on ongoing risk assessment.

The five levels of supervision are:

- **Independence**  
The pupil has consistently demonstrated the ability to make safe and appropriate decisions during unstructured times of the school day. For some sixth-form pupils, this may include extended periods of independent study.
- **Towards Independence**  
The pupil is beginning to earn independence for short, structured periods. For example, they may be permitted

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to remain within the school perimeter without direct staff supervision. During these times, staff maintain general awareness of the pupil's whereabouts.

- **Line of Sight**

The pupil requires staff to maintain visual supervision due to a high likelihood of unsafe or inappropriate choices if left unsupervised. This may also apply where health needs or vulnerabilities necessitate continuous observation.

- **Heightened Awareness**

The pupil must remain within both line of sight and earshot at all times, ensuring immediate support for behavioural or safeguarding needs.

- **Side by Side**

The pupil requires intensive, one-to-one support due to unpredictable behaviour and/or significant vulnerability that presents a high risk to themselves or others. A named staff member is responsible for supervision at all times.

As a general principle, new pupils start at Heightened Awareness or Side by Side until sufficient evidence supports a reduction in supervision.

### **Behaviours that inhibit learning and safety**

The key factors that may prevent pupils from engaging safely and positively within the learning culture. These factors can include underlying diagnoses, heightened anxiety, previous patterns of behaviour, and other individual needs that influence how pupils respond to the school environment.

### **Strategies to build effective relationships**

A range of evidence-based structures and strategies are used to help pupils remain safely and positively engaged in their learning journey. These approaches are tailored to individual needs and promote independence, communication, and emotional regulation. Examples include:

- **PECS (Picture Exchange Communication System)** – to support functional communication.
- **TEACCH (Structured Teaching)** – providing clear routines and visual structure.
- **Visual Communication Aids** – such as schedules, choice boards, and social stories.
- **Use of Humour** – to build rapport and reduce anxiety.
- **Sharing Interests** – incorporating pupils' preferences to increase motivation.
- **Provision of Strong Boundaries** – ensuring consistency and predictability.
- **Access to Time-Out Spaces** – safe areas for self-regulation and calming.
- **Physical Exercise Breaks** – promoting sensory regulation and wellbeing.

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### Successful de-escalation strategies

When a pupil displays behaviours that challenge, staff use a range of proactive and respectful strategies to reduce escalation and restore emotional regulation. These strategies are tailored to individual needs and maintain dignity while ensuring safety. Examples include:

- **Offering Time-Out** – providing a safe space for self-regulation.
- **Using Humour** – to defuse tension and re-engage positively.
- **Distraction Techniques** – redirecting attention to a preferred activity or topic.
- **Stepping Away** – reducing pressure and allowing space.
- **Providing Options** – offering choices to increase a sense of control.
- **Directing Options** – guiding the pupil toward safe, positive alternatives.
- **Change of Face** – introducing a different staff member to reset interaction.
- **Removing from Crowded Areas** – reducing sensory overload and stress.
- **Fetching a Favoured Item** – using a preferred object to calm and reassure.
- **Calm, Low-Tone Communication** – speaking slowly and softly to reduce anxiety.
- **Individualised Responses** – applying strategies known to work for the pupil based on their plan.

### Positive Response Strategies

When a pupil presents a significant danger to themselves, others, property, is at risk of absconding, or their behaviour is deemed prejudicial to the maintenance of good order and discipline, staff follow a structured approach to ensure safety and reduce harm. This includes:

- **Final De-escalation Strategies**  
Techniques proven effective during spiralling crisis situations (as defined by Team Teach), such as:
  - Calm, low-arousal communication
  - Change of staff (“change of face”)
  - Offering safe withdrawal spaces
  - Providing clear, simple choices
  - Using known individual calming strategies
- **Physical Intervention Strategies**  
When all other strategies have failed and risk remains extreme, staff may use physical interventions that are:
  - **Reasonable** – the minimum necessary to prevent harm

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- **Proportionate** – balanced against the level of risk
- **Necessary** – only when no other option is viable  
These interventions are carried out by trained staff in accordance with Team Teach guidance.
- **Techniques to Avoid**  
Any intervention that compromises dignity, increases risk, or is not approved by accredited training frameworks must never be used.

All actions are recorded, reviewed, and reflected upon to ensure continuous improvement and uphold the principles of Positive Behaviour Support.

### **Behaviour Plan Template**

For some pupils, it can be helpful to implement a short-term behaviour contract, agreed collaboratively by parents, staff, and the pupil. These contracts are designed to address specific behaviours and provide clear expectations, positive reinforcement, and accountability. Examples might include:

- Improving punctuality or attendance
- Reducing incidents of verbal aggression
- Increasing engagement during lessons
- Using agreed coping strategies when anxious

Reviewed: January 2026 by Lydia Gannon (Assistant Head Teacher)

Review date: January 2027