Behaviour and Wellbeing Policy

Incorporating Behaviour, Team Teach Principles and Positive Handling, Anti-Bullying and Racist Incidents policies

Approved:
Due for Review: November 2026

See

- Aspire BA MAT Positive Handling Policy
- Use of reasonable force and other restrictive interventions in schools Draft guidance for schools in England
- Behaviour in Schools
- Behaviour in Schools Advice for headteachers and school staff
- BA MAT Anti-Bullying Policy
- BA MAT Racism Discriminatory and Derogatory Language Policy
- BA MAT Safeguarding and Child Protection Policy

All staff have access to this policy on CPOMS to sign to the effect that they have read and understood its content.

Rationale

At Aspire School, we believe our core principles around pupils' behaviour communication are a crucial component of our whole-school commitment to safeguarding the wellbeing of both pupils and staff.

This policy outlines our vision for fostering an environment where all pupils and staff are expected to uphold high standards of conduct, creating a calm and secure atmosphere that is conducive to learning and meeting the diverse needs of our pupils. By implementing this policy thoughtfully, we ensure that staff are fully aware of the school's core principles and are equipped with the necessary tools to effectively manage, supporting and co-regulate to foster a positive and productive school climate.

> *"Development can only take place when children are actively involved, when they are occupied with a high, non-stop degree of concentration, when they are interested, when they give themselves completely, when they use all their mental abilities to invent and make new things and when this gives them a high degree of satisfaction and pleasure".*
>
> *Ferre Laevers*

Aspire School intends this policy to reflect our insight and understanding of the needs of our pupils and how this contributes to their ability to self-regulate and manage their behaviour in a positive manner, so they can be ready to engage with their learning. We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all pupils.

We consider that behaviours which challenge always happen for a reason and might be the only way a pupil can communicate. It can arise for different reasons, which are personal to the individual. Pupils

who display, or are at risk of displaying, behaviours which challenge might require positive behaviour support, or they may additionally require some form of physical intervention, including any agreed restrictive intervention. Any restrictive intervention must be legally and ethically justified, be reasonable, proportionate and necessary to prevent serious harm and be the least restrictive option.

Core Principles

- **We Know Pupils Want to Behave Well**

  Our pupils are happy when their needs are understood and met. This allows them to self-regulate, behave well, and notice staff recognise and acknowledge their effort to manage their behaviour. We consider the communication styles, social interaction skills, sensory and emotional needs as well as the role we play in supporting them to develop these skills are vital to facilitate pupils to behave well in school, at home and in the community.

- **We Build Solid Foundations**

  All adults in our school understand the importance of building relationships with pupils and their families. Positive relationships build a culture of trust, of comfort and emotional wellbeing. These relationships allow staff to provide individualised support by understanding the pupils' unique needs and facilitating opportunities for collaboration between families and school.

- **We Are Proactive Rather Than Reactive**

  Staff in school understand our pupils, and their knowledge of their unique needs provides insight into situations or activities which may cause the pupil to become dysregulated or reach crisis. Staff understand our core principle of being proactive wherever possible to prevent crisis or to pre-empt difficulty and manage the pupil around the situation using appropriate transactional supports.

- **We Have High Expectations**

  Aspire School sets and upholds high expectations for pupil conduct and behaviour, which are understood by both staff and pupils. These expectations are applied consistently and fairly to cultivate a calm, positive and safe environment that supports learning and personal development.

- **We Show a Commitment to Development**

  School leaders are committed to visibly and consistently supporting staff in managing pupil behaviour and wellbeing by adhering to the Behaviour and Wellbeing Policy, ensuring that staff are empowered and confident in their approach. We do this through a continuous professional development programme offering training which provides a range of tools to utilise in both proactive and reactive situations.

Roles and Responsibilities

At Aspire School we believe that:

- Our pupils want to behave well
- Behaviour is a means of communication, and we must ensure that all pupils are supported to communicate their needs safely and appropriately using their preferred communication systems
- With the right support and intervention, pupils can learn to self-regulate or co-regulate, and manage their own behaviour
- Mistakes are part of the learning process, and we recognise that all our pupils are at different stages of the developmental process
- Staff must be given the opportunity and relevant tools to learn, understand and have insight into why our pupils become dysregulated and reflect on how or why it impacts on their behaviour
- Working collectively with our pupils, their parents and carers and other professionals to develop strategies as part of a positive behaviour support plan to support pupils will promote pupils to manage their behaviour in a positive manner over time

Staff can support our pupils by:

- Being mindful and reflecting on the quality of our relationships with each other and them
- Reflecting and being committed to continuously improve on the quality of our provision
- Reflecting with parents and carers and other professionals so we are well informed and have insight and understanding of their individual needs
- Reflecting and planning the scaffolding, and gradual reductions we put in place to support pupils to learn independent regulation skills
- Observing, gathering and analysing data on behaviour to ensure that interventions are personalised, well informed and planned according to the needs of each pupil within the context of their class or within particular sessions
- Working in close partnership with our pupils, their parents and carers, and other professionals working with them, for example: Occupational Therapy, Speech and Language Therapy, CAMHS etc
- Investing time and allowing safe spaces and opportunities for pupils to practise these skills and make mistakes from which they can learn, develop and grow

We employ a range of resources, interventions and learning supports which consist of:

- A variety of individualised and accessible modes of communication
- Clear and realistic expectations
- Rules and boundaries
- Transactional supports
- Routines
- The language of choice
- Rewards and consequences
- Reparation wherever possible and appropriate
- Descriptive praise

- Fair and predictable responses to both negative and positive behaviour

Collegiate Approach

At Aspire we appreciate the value of relationships between staff and pupils, and we also value those professional relationships between staff members. By adopting a collegiate approach throughout school, we can use this collaboration to bring a holistic understanding of our pupils. It allows us to share a common set of values and a common approach to managing the support for individual pupils and enhances the support the pupils receive by sharing expertise, involving families and increasing positive and purposeful communication around the pupils.

When discussing the wellbeing of a child we consider:

- Enriching the environment – ensuring that the pupil's environment provides a high level of social reinforcement and stimulating activities, thus eliminating the need (or motivation) for inappropriate behaviour communication
- Changing the Nature of Preceding Activities – for example, reducing level of difficulty and building this up again gradually, introducing frequent breaks or variety in tasks, creative timetabling for example having a highly motivating activity following a difficult activity or not moving from a highly motivating activity to a difficult activity.
- Eliminating particularly aversive events – for example stimuli that a pupil has a fear or aversion to such as physical contact, noise, dogs etc. and re-introducing these gradually, ethically, and systematically.
- Eliminating or reducing internal antecedents – for example, hunger, pain, fatigue, illness.
- Making choices – teach pupils to make choices about what is happening in their day
- Introducing transactional supports – for example sensory aides or communication strips as appropriate
- Sharing known information around the pupil in the form of information on Pupil Passports, Pupil Risk Assessments, Positive Behaviour Support Plans (PBSPs) or PBSP referrals, Personal Emergency Evacuation Plans, Pastoral referrals. *These can be found in Appendix 1.*

Quality of Relationships

Relationships with Pupils

How our pupils behave gives us important information about how they're feeling. Our pupils have a wide range of different communication styles and many of our pupils are pre- or non-verbal and use AAC systems to communicate their needs. Supporting pupils to effectively communicate is a very important way to promote them to self-regulate and behave in a positive manner. Pupils with complex needs will need a personalised approach to support them to manage their behaviour, and consideration must be given to sensory and emotional needs, pain thresholds, what self-injurious behaviour could be communicating, levels of stimulation and engagement.

Pupils can learn to improve their behaviour. We know some pupils can find learning difficult. Learning new behaviour is a task just like learning to read or write. As staff we must consider the learning styles and needs of our pupils and have realistic expectations about the rate of progress they will make when learning to adapt or develop new behaviours. Most of our pupils will learn in small incremental steps over a very long period of time.

Our staff are committed to developing their practice and sharing their skills and experiences. This is a commitment to ongoing professional development, our commitment to coaching and mentoring, reflective practice, and peer support to improve professional competence and responsibility.

As a school, we support staff to develop their own emotional resilience through professional support. This may be peer-to-peer, group or individual support as well as supervision and could draw on a range of experience within the school and beyond.

How we support developing high quality relationships:

Our relationships with each other are supported and developed by our staff relationship guidelines. They provide a framework to help us always provide good models of behaviour for our pupils. The quality of our relationships with our pupils are crucial as each adult is a significant adult for our pupils. We must foster successful enabling relationships and to do this we need to:

- Actively build trust and rapport with all pupils
- Have high expectations for all our pupils
- Demonstrate our belief in our pupils which will support them to succeed
- Treat our pupils with dignity and respect at all times by communicating carefully and clearly in a way that is accessible and appropriate
- Consider the function of their behaviour - why the pupil is behaving in this way and what need does it serve
- Identify the strengths of the pupils
- Apologise if a mistake is made when modelling for the pupil and this will support building trust and respect
- Name and manage our own emotional reactions to pupils' behaviour, demonstrating emotionally intelligent behaviour at all times. Seek help if we are finding it difficult to manage feelings about a pupil
- Quietly but firmly hold appropriate boundaries for the pupils
- Seek support from wider professional networks to problem solve behaviour that is challenging
- Be respectful at all times to pupils - we do not talk about them over their heads or in front of other pupils
- Be non-judgmental about pupils' life experiences but use the behavioural data to inform our planning for them.

Relationships with Parents and Carers

It's important to work jointly and plan with parents and carers to ensure consistency in our approaches between home and school. Positive Behaviour Support Plans (PBSPs) are co-created with parents, staff and the Team Teach trainers, and are regularly reviewed. The PBSP includes any form of restrictive physical intervention used to keep a pupil safe during their school day.

Relationships with Other Professionals

It is important to ensure we work collaboratively with other therapists and professionals who work with the pupils. This will ensure their input into planning and strategies, such as speech and language therapists and occupational therapists. It is also the staff's responsibility to share any needed information or strategies with other teams to ensure consistency in strategy, and enable pupils to regulate and manage their behaviour in different contexts, lessons and environments.

Quality of Provision

We strive to meet each pupil at their point of need and development as it is more likely the challenging, harmful or self-injurious behaviours will decrease or stop. To do this we need to:

- Have communication systems in place and readily available when a pupil is presenting as dysregulated. This is their voice and should be accessible at all times, especially during times of dysregulation and distress, when it is often difficult to make use of other communication methods
- Know their sensory processing difficulties and have appropriate strategies and resources available to support the pupil to access these sensory strategies that may allow them to de-escalate and return to a state of regulation
- Accurately assess their pupils needs by refer referring back to their ILPs, Provisions Plan targets, EHCP's and minutes from their annual reviews
- Plan to meet the pupils' range of needs specific to the plans drawn up by their professional groups, such as equipment, staffing and sensory needs
- Support the pupil to develop high levels of resilience and have high expectations for every pupil
- Support pupils to develop high self-esteem so they believe they can succeed
- Provide frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. Staff should focus on what they want the pupil to do
- Know what motivates each pupil and use this as a positive reinforcement
- Personalise learning to ensure that we meet each pupil at their point of development and learning
- Where appropriate include pupils in target setting and evaluation for outcomes measurement using appropriate language and methods
- Give pupils feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress
- Praise the pupil for their specific achievements and do this often
- Actively teach the pupils behaviour for learning

Organising the Classroom for Effective Communication and Behaviour

The guidance we offer to staff is to reflect on the support our pupils need to learn how to self-regulate and manage their own behaviours successfully.

Class contracts can be made to support positive behaviour and they should be:

- Few in number
- Where developmentally appropriate, agreed with pupils
- Communicated in a way that pupils can understand, including visual cues, objects of reference and social stories
- Stated in the positive things we're going to do
- Regularly referred to by class team
- Appropriate to the activity or lesson and developmental range of the pupils

Routines

Consistent classes, lessons, activities, routines will support our pupils to understand expectations, manage their anxiety, to prepare themselves mentally and physically for their day - allowing them to learn how to self-regulate, engage with learning activities, and manage their behaviour positively. These are explicitly taught – we don't assume they know them.

The more consistency there is over routines the easier it is for our pupils. Routines will also support behaviour for learning.

Staff will reflect on how they support pupils to adapt to changes in routines and how they prepare them for change, as this is an important life skill. Changes to routines should be practised using appropriate visual resources to allow our pupils to learn that changes can be managed in a positive manner.

Communication and Social Interaction Needs

Most of our pupils require support in developing their communication, social interaction skills and social imagination skills. This enables them to cope with changes to familiar routines, to develop effective self-regulation skills and to enable them to positively manage their behaviour throughout the school day. Behaviour that challenges is often the result of a breakdown in communication.

To support a pupil who has become dysregulated or in crisis, we should aim to understand the function of the behaviour, for example: establishing what is causing the people to become distressed. Staff will have strategies in place to support pupils to express how they're feeling and how we can meet their needs proactively.

Staff consider the following and how it can impact on our pupils' ability to regulate and manage their behaviour positively:

- Communication devices and strategies should work both ways; to give instructions, but to also allow our pupils to have a voice to make choices and express their needs
- That our pupils often need time to process information; some of our pupils have difficulty with verbal and non-verbal communication
- Difficulties in understanding facial expression and tone of voice
- Difficulty with understanding or consistently remembering social rules and conventions
- Difficulty in understanding their own emotions and how to tell an adult what they're feeling
- Difficulty in understanding other people's emotions

- Difficulty predicting what will or could happen next which can cause anxiety
- Lack of awareness of danger
- Need to prepare for changes and transitions
- Difficulty in coping in new or unfamiliar situations
- Difficulty with managing social expectations and or interactions with peers including friendships and bullying

Staff should embed communication tools for each pupil utilising alternative and augmentative communication (AAC). Staff recognise that:

- Visuals are permanent, spoken words disappear
- Visuals allow time for language processing
- Visuals prepare pupils for transitions, allowing them to feel less anxious and more regulated
- Visuals help build independence, confidence and self-esteem
- Visuals are transferable between environments and people, for example: between home and school or when going on trips off site
- Visuals are helpful when pupils become dysregulated as it replaces verbal communication and social interaction, which in times of crisis can hinder de-escalation
- Visuals reduce anxiety which impact on self-regulation and positive behaviour.

Sensory Processing Needs

Sensory processing difficulties can impact our pupils' abilities to self-regulate and manage their behaviour. Sensory processing is the ability to register, discriminate, adapt and respond appropriately, both physically and emotionally, to sensory input from the environment. Staff will ensure that they:

- Organise the environment clearly with visual cues and signposts, including written information, symbols and objects of reference
- Speak clearly, slowly and calmly and give pupils time to respond
- Sensory processing issues should inform suitable learning environment adjustments and support understanding pupils' actions
- Ensure pupils sensory needs are supported through embedding sensory diets and movement breaks into their daily class routine and ensuring they have access to sensory equipment that will support self-regulation (chewies, fidget toys, adapted seating, vibrating pillows, weighted vests, temperature adjustment)
- Teach pupils to recognise when they are becoming dysregulated - label emotions and feelings so they are able to learn to ask for a break or an appropriate self-regulatory strategy to support them in regulating better.
- Take social demands of working with other pupils into account
- Monitor physical and emotional wellbeing of pupils and recognise signals of moving towards crisis, being unwell, in pain or upset

Enabling environments through making reasonable adjustments is a statutory obligation in disability law (see Equality Act 2010).

Proactive and Reactive Measures

Our Proactive and Reactive stages of support for a child are tiered in a manner which allows for a gradual and graded approach. We cannot separate them as they are a complimentary approach, but our aim is to reduce the need for reactive approaches swiftly, moving to proactive approaches to maximise the wellbeing of the pupils. Although our pupils and their needs are unique, there are often ideas and approaches which can be more generally useful.

Our proactive stage includes:

- **Visual Approaches**: Use visuals, timetables, and social stories to help pupils understand and navigate their day.
- **Flexible Communication**: Adapt communication to suit each pupil's needs by using shorter phrases or a Total Communication approach to ensure conversations are meaningful and easily understood. This will be an ongoing task which the Communication Team can support with.
- **Adapting Demands**: Align learning tasks with the pupil's individual needs, considering their learning style and attention span. This links with our Pathways across the key stages.
- **Managing Transitions**: Use timers, warnings, and visual aids like lanyard symbols to help pupils anticipate and manage transitions between tasks or environments.
- **Active Engagement**: Ensure tasks are exciting and motivating to create a sense of fun and curiosity, offering engaging learning experiences that captivate both pupils and adults.
- **Building Trust**: Focus on developing strong, trusting relationships between adults and pupils, as these are key to addressing and improving unhelpful behaviours.
- **Equity and Justice:** We do not believe all pupils deserve *the same* education. We don't believe all pupils require *the same* support to learn. We believe all pupils deserve what is equitable and right for them. We strive to ensure barriers are removed to ensure learning and opportunities are maximised, promoting justice (see image below for demonstration).

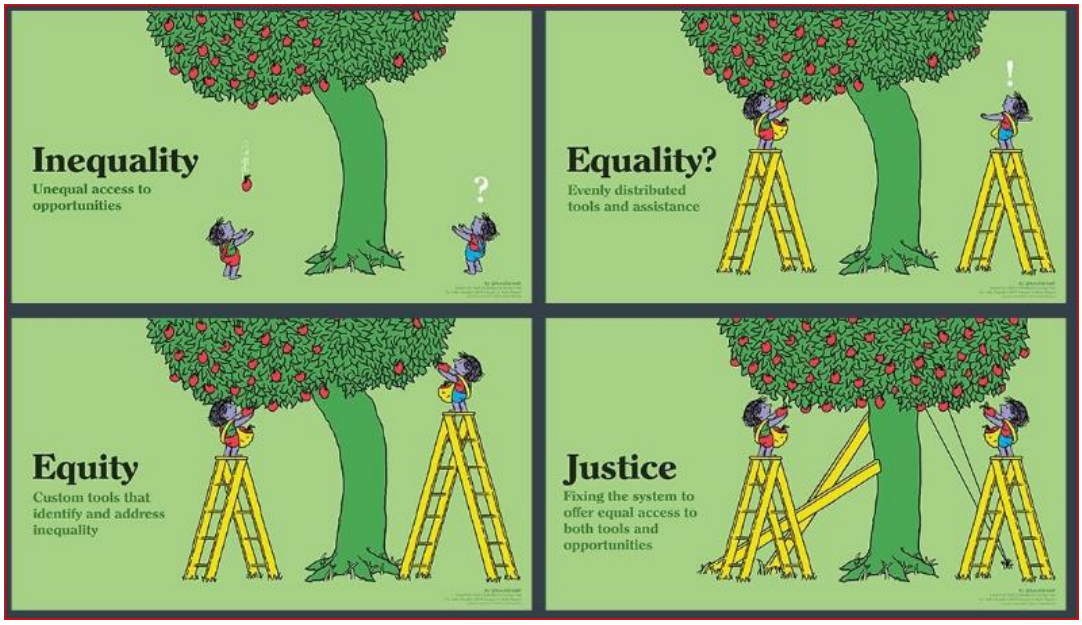


Illustration of different models of 'fair'; inequality, equality, equity and justice

Our reactive stage includes:

- **Managing Extreme Dysregulation**: If a pupil is experiencing extreme dysregulation and displaying Behaviours that may cause harm to themselves or others, Aspire follows Team Teach methods of behaviour management. The primary goal is to restore calm and safety as quickly as possible.

- **Help Culture**: We promote a "help culture" at Aspire. If a staff member is managing behaviour alone, they should call for help using their class radio. If a staff member is passing and wonders if they can offer support, they will say 'Change of face?'. This may be accepted or declined. Additionally, if staff Recognise that an adult may not *be the right fit for the situation, they can gently redirect them by suggesting, more help is available'* This will allow the original staff member to step away in a non-judgmental way.

- **Support for Staff**: Additional support can be requested by radio if further assistance is needed from other adults within the school in cases where an escalation has caused crisis. Some pupils have key adults who help them to co-regulate, and these are indicated on pupil passports.

- **Positive Handling**: This is used only as a **last resort**. Only trained staff members are authorised to use Positive Handling techniques, with specific in-house training provided from our Team Teach trainers. There are two types of positive handling:

    - Physical Intervention (PI) – where an adult will intervene with moves such as a turn and go, a help hug or caring c's to guide a pupil away from a situation which could escalate without their support

    - Restrictive Physical Intervention (RPI) – where an adult will intervene with pre-approved holds only in situations where they keep the pupil or another pupil safe from immediate danger. All RPI's must be reported to parents and carers by telephone on the day of the incident. These moves will have been agreed by the in-house Team Teach trainers in the pupil's Positive Behaviour Support Plan.

- **Positive Behaviour Support Plans**: If Positive Handling is required, it must be part of a pupil's Support Plan. A key element of these plans is Risk and Restraint reduction. These plans ensure the risks associated with the pupil's Behaviour are documented, with a clear commitment to reduce the use of Positive Handling over time. All PBSP's are reviewed termly by the class teacher, and checked by either the Behaviour Lead or Deputy Behaviour Lead.

Proactive Plans

In order to best support pupils at Aspire to make appropriate choices and decrease motivation or need to engage in concerning behaviours, on referral, members of the Pastoral team work collegiately with classroom staff and members of the Sensory team, Communication Team, Behaviour Team, as well as our Mental Health Lead and FLO, to monitor and identify antecedents that are likely to trigger concerning behaviours. This then allows situations and activities to be best managed to eliminate or manage the concerning behaviour safely. Details can be found in Appendix 3

ABC Plans

Through a robust behaviour monitoring and review system, the Deputy Behaviour Lead and Behaviour Lead identify pupils or classes who are regularly displaying dysregulation or are reaching crisis frequently. They then adopt a triage system consisting of:

- monitoring data collected from CPOMS regarding individuals who display regular dysregulation or crisis
- learning walks and class drop-ins
- formal or informal staff referrals for support (Pastoral)

This will allow the team to identify key pupils and/or classes who require intervention. In some cases, it is possible to change the context in which concerning behaviour(s) takes place.

We have adopted the ABC technique into our behaviour reporting software to identify behaviour **(B)** communication from all pupils who are demonstrating any form of behaviour. We do this to identify the primary and secondary behaviours, and then to track back to identify the antecedent **(A)** by considering what happened immediately before the behaviour, what they were doing and what was happening around them. This could then give clues to what function the behaviour served:

- Connection seeking
- Self-stimulation
- Tangible reward
- Escape or avoidance

We then add what the consequence **(C)** of the behaviour was, so we can establish how the staff and pupils around them responded and what supports were put in place. Once this information is collected, a collegiate approach which utilises the wide-ranging expertise within Aspire is actioned through a Pastoral referral, conversation with relevant team, or discussion with the Deputy Behaviour Lead or Behaviour Lead.

Teaching Alternative Behaviours

The 3-Tiered Approach to Wellbeing and Behaviour

Tier 1 (Universal Support)

Aspire's whole school provision is well-rounded, holistic and purposeful enough to support our pupils. By providing well-thought out and capable environments, appropriate levels of communication support, opportunities for pupils to be independent and take risks and adopting a fully immersed trauma informed practice, we ensure the wellbeing needs of our pupils are met, which in turn minimises behaviour communication.

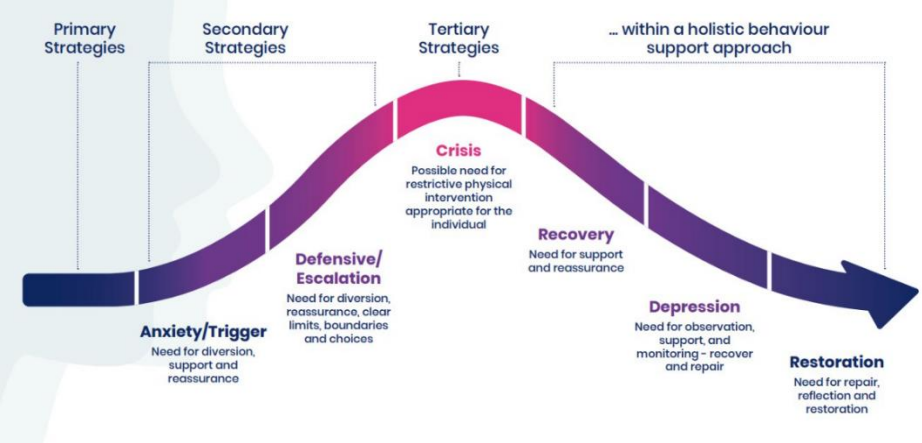
Whilst the majority of pupils at aspire will respond positively when staff work within these guidelines some of our pupils need additional support to learn to self-regulate and manage their behaviour in a positive manner. The Pastoral Team will lead on this using Tier 2 support.

Tier 2 (Therapy / Communication / Behaviour Teams)

Occasionally, pupils will display behaviour communications which are inappropriate for learning. Some children may frequently reach crisis in this tier, so staff ensure the Team Teach approach is considered here, to de-escalate and manage crisis (see Stages of Distress and Support illustration below). Once the function of an inappropriate behaviour has been determined, it is important to teach a more appropriate means of communication and this can be with the support of the Pastoral Team, where the collegiate approach of the team members can provide support to possible replacement behaviours to teach:

- **Escape/ Avoidance behaviour**
    - Make learning fun so the pupil enjoys being taught
    - Increasing tolerance of demands gradually
    - Requesting a break, communication, making choices
    - Tolerance of aversive situations, strategies to reduce aversive nature of situations
    - Communication related to aversive situations, where appropriate to the pupil, understanding emotions and internal events
- **Self-stimulatory behaviour**
    - play skills
    - social skills
    - learning skills (e.g. staying on task)
    - self-regulation
- **Access to objects/ activities**
    - Requesting objects and activities
    - learning to wait
    - learning to accept that sometimes they can't have what they want
    - learning to share or take turns.
- **Attention**

- Social skills including learning that you can't always have someone's attention
- play skills
- being able to occupy own time



The analysis of behaviour, along with any collective evidence and observations will go towards creating a PBSP. The pupil will have an updated risk assessment and Positive Behaviour Support Plan (PBSP) which details the action to be taken when identified behaviour occurs. This is shared with the pupil where appropriate, the parents and carers, other staff and professionals working with the pupil.

Tier 3 (Pastoral Team & External Agencies)

Sometimes, although very rarely, our pupils have exceptional behavioural needs. This could be for several reasons and the Tier 3 level of support adds an additional professional layer to the support we can offer.

Here we offer:

- Support from the behaviour Lead or Deputy Behaviour Lead in class
- Observations in a range of contexts including liaising with home
- Medical signposting to ensure the pupil is not in pain or unwell or to identify emerging needs that may be impacting on emotional wellbeing or mental health
- Drawing on additional resources from our Therapy offer and that beyond school, for example CAMHS, Educational Psychology, Art Therapy, the Children and Young People with Disabilities Service and medical specialists
- Parental and family support such as Early Help

Some of our pupils need very specific and detailed planning and support which could include a shortened day or home-based learning. When significant adaptations are made to a pupil's school day, we always plan jointly with the parents and carers, with our Pastoral Team, the Local Education Authority and any external agencies involved with the pupil.

Behaviour Support and Risk Assessments

At Aspire, our Risk Assessments and Behaviour Support Plans are designed to empower staff and parents, providing thoughtful guidance on a variety of de-escalation strategies that promote co-regulation for the pupils in our care. By integrating a comprehensive and compassionate de-escalation framework, we prioritise the highest level of care with a focus on reducing the need for

force, ensuring the well-being and dignity of every pupil remains at the heart of our approach.

Understanding Self-Injurious Behaviour

Self-injurious behaviour is when a pupil physically harms themselves. It's sometimes called self-harm. This might be head banging on floors, walls or other surfaces, hand or arm biting, hair pulling, eye gouging, face or head slapping, skin picking, scratching, or pinching and forceful head shaking. The pupil may have no other way of telling us their needs and feelings. Head slapping or banging their head on a hard surface maybe a way of telling us they are frustrated, a way of getting an object or activity they like, or a way of getting us to stop asking them to do something. Hand biting might help them to cope with anxiety or excitement. They might pick their skin or gouge their eyes because they're bored. Slapping or head banging might be their way of coping with discomfort or saying something hurts. When it happens, staff should work collaboratively with the pupil their parents and carers and other professionals to try and find a way to prevent or replace this behaviour by:

- Responding quickly and consistently when a pupil self-injures. Even if you think the pupil does it to get attention, it is never appropriate to ignore self-injurious behaviour
- Keep responses low key. Limit verbal comments, facial expressions and other displays of emotion. Try to speak calmly and clearly in a neutral and steady tone of voice
- Reduce demands. The pupil may be finding a task too difficult or overwhelming
- Move physical and sensory discomforts, considering their sensory processing difficulties and diets
- Redirect them. Tell them what they need to do instead of the self-injurious behaviour, e.g.: “David, hands down”. Use visual cues such as picture symbols to support instructions
- Provide physical guidance. If the pupil is having difficulty stopping that behaviour, provide a head support pad if trained and appropriate
- Immediately try to redirect their attention to another activity and be prepared to provide physical assistance again, used safely and appropriately. This approach must be used with extreme caution and in line with all Team Teach principles, as it may escalate the behaviour or cause the pupils to target others.
- Barriers. Place a barrier between the pupil and the object that is causing them harm, for example; for hand or arm biting, provide another object to bite on like a chewy
- Consider physical intervention, used safely and appropriately, if there is a risk of serious harm. The staff will work with parents and carers and other professionals to use Restrictive Physical Intervention (RPI) only where absolutely necessary. This may also reduce the sensory experience and frequency of behaviour. Physical intervention should always be used under the guidance of our Team Teach trainers to ensure these are used safely and appropriately, with a plan to fade out their use over time.

Restrictive Physical Intervention does not address the cause of the behaviour and is a reactive procedure, so it must never be used in isolation without teaching the pupil new skills in which to address the reason for their behaviour (see previous section on Reactive Strategies for more information).

Staff know all PIs must be planned and outlined on a pupil’s Risk Assessment and PBSP. There is a threshold around different holds used in Team Teach for physical intervention (see Appendix 2). Once a PI is restrictive in any way and is used to prevent a pupil from harming themselves or others, this becomes a Restrictive Physical Intervention (RPI). Once an RPI is used, a phone call home must

be made that day to inform parents of a restrictive hold being used.

If an RPI is used for a dysregulated pupil who does not have this outlined in their Risk Assessment, an immediate Personal Behaviour Support Plan must be written and shared with the in-house Team Teach trainers and the pupil's parents as soon as possible.

When staff have used a Physical Intervention or Restrictive Physical Intervention, they are offered a debriefing session to discuss the event. This may be to discuss the event in general or to establish if something different could be done to manage the event to a different outcome. Debriefs are non-judgmental and are offered in good faith for staff to discuss difficult situations. They can be requested through our Behaviour logging software and will be actioned by a member of the Wellbeing Team.

Rewards, Restoration and Reparation

Rewards

We want all our pupils to develop positive attitudes towards not only school, but establishments which care for them. To do so, we always reward positive behaviours. This is achieved through a variety of means, depending on the classroom and the needs of the individual.

- Class Dojo points – Each class has their own set of rules and standards, which are complimented by whole school positive points (Good manners, Good learning, and Tidying up)
- Positive Praise – Kind and positive words at an appropriate level for the pupil are used to reward and praise making good decisions

Consequences

We do not believe in a punitive approach for pupils, it is counter-intuitive and doesn't support our belief that pupils will learn from repeated behaviour and the mistakes they make. We do believe that support to work through a consistent and measured consequence which will structure an appropriate learning opportunity has more value than punishment. It offers an opportunity to repair and restore relationships.

An example of this would be the following:

Behaviour	Pupil is asked to transition from an activity they are enjoying and becomes dysregulated. They display behaviour which makes their peers feel unsafe
Punitive Approach	Pupil is told off Pupil becomes more dysregulated Pupil is removed from the classroom and taken to a senior member of staff Pupil is told off by them also Pupil reaches crisis
Aspire's Approach	Pupil has a break Pupil is supported by an adult to consider their behaviour Pupil apologises to the group and then carries on with the activity

It is important for our pupils to clearly link a specific behaviour with a consequence. The consequence

needs to be a natural consequence which will support the pupils understanding of both positive and negative consequences. It is also important for staff to review what has happened. Was there anything that could have been done differently to support this pupil to manage?

Restoration and Reparation

Reparation means repairing relationships or 'making good' in some way.

We believe pupils should always be given the opportunity to repair and that they want to do this naturally. We do not believe in the concept of punishment because it focuses the pupil's mind on the punishment rather than the action. This frequently leads to pupils feeling angry about the punishment, rather than thinking about the impact of their behaviour on others.

Staff at Aspire reflect on their own practise and consider if their actions may have escalated the situation and what they could do differently and proactively next time

Where developmentally appropriate we use the Restorative Approach to support pupils to take responsibility for what they have done and to repair it with the other person or people involved or affected. Even pupils with complex difficulties can be supported to repair. This will look different for every pupil as we cannot make assumptions about what our pupils feel. Unresolved difficulties can make pupils very anxious and this can cause behaviour to escalate or become habitual.

Recording and Reporting

CPOMS

At Aspire, all behaviour, wellbeing and safeguarding concerns are recorded on CPOMS (Child Protection Online Monitoring System). This allows staff to securely log and monitor information about our pupils' wellbeing in one place. Staff utilise CPOMS to track incidents and identify common themes with types of incidents, key times of the day or around particular relationships.

CPOMS data around behaviour is regularly reviewed to inform and develop good practice around the school. Reports generated will be shared with SLT, DSL, and Pathway leaders and may also be shared with Governors and Trustees

Reporting

There are times when incidents around a pupil's behaviour and wellbeing need to be referred to professionals outside of school. Wherever possible, this referral will be shared with parents and carers, unless doing so would put the pupil at risk.

In the context of behaviour and wellbeing, reporting may also be around the use of explicit or discriminatory language, for example, all events of racist language are recorded by the Headteacher and reported to Local Authority and the school's Board of Governors and Trustees.

Racist language – contextual and con-contextual

At Aspire, we take a thoughtful and educational approach to racist language and behaviour, recognising that incidents may be contextualised (knowingly targeted) or non-contextualised (used to get a reaction or without understanding).

Our approach includes:

1. Curriculum Integration: Anti-racism and diversity are woven throughout the curriculum, giving children opportunities to learn about respect, empathy, and different cultures in meaningful ways.
2. Restorative Approaches: When incidents occur, staff use calm, structured conversations, reflective activities, and guided discussions to help children understand the impact of their words and explore positive ways to communicate.
3. Monitoring and Feedback: All incidents are logged on CPOMS to identify patterns and inform tailored support, ensuring we are proactive in preventing repeated behaviours.
4. Staff Development: Regular training and scenario planning equip staff to respond calmly and consistently, while helping them differentiate between reaction-seeking behaviour and intentional harm.

We recognise that children's needs vary across Aspire, so interventions are often bespoke and adapted from this policy in collaboration with leadership, ensuring a safe and consistent approach. Additional guidance is available through the BA-MAT Racism, Discriminatory and Derogatory Language Policy.

Bullying Including cyber bullying

At Aspire, we do not tolerate bullying, but we acknowledge that some of our pupils may not fully understand or be able to engage with social situations in a neuro-typical way. Despite this, we are vigilant against any targeted behaviours between pupils which could be regarded as bullying. Bullying should never be ignored.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Every instance needs to be addressed in line with this policy with each pupil involved taking responsibility for their actions, apologising and agreeing to stop or change their behaviour causing concern. Pupils need to be supported to develop age-appropriate level online literacy so they are able to keep themselves safe online and report cyberbullying. All instances of bullying must be recorded on CPOMS. Parents and carers should be informed by teacher via telephone or in face-to-face meeting.

Bullying can include (but is not limited to):

Type of bullying	**Definition**
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We share regular updates for parents and have staff available to discuss and support online safety with for parents and carers to learn about the safety and how they can implement and manage this at home. Further guidance is available in the BA MAT Anti-bullying Policy and Cyber Bullying Policy which is available here. As highlighted in the BA MAT Safeguarding and Child Protection Policy, serious bullying can constitute Child on Child abuse. More information can be found here.

Discriminatory Incidents

Although rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable within our school's community. They should be dealt with in line with this policy with further advice and a coordinated response from Senior Leaders.

All incidents of this nature must be recorded appropriately on CPOMS, including a follow up action. Some pupils use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach pupils how to be respectful to each other. Depending on the nature of the incident, a Prevent referral might be needed to be made. Our pupils are very vulnerable to radicalisation and every opportunity to teach and support them around these issues should be taken. Further guidance is available in the BA MAT Racism, Discriminatory and Derogatory Language Policy which is available here.

Staff Training

Training

Training for staff is ongoing and extensive, covering a variety of levels from induction through to competence and mastery. All staff work together in partnership with dedicated time allocated to professional development.

Senior Leaders design training packages to meet the needs of the pupils within the school at the time, as well as seeking out and delivered bespoke sessions where they are needed. Training within school is based on research such as Gestalt, Bowlby, Skinner and Perry, to name a few and research groups within the Trust share latest findings which may trigger additional training.

Refreshers

To ensure great practice, we offer monthly Team Teach surgeries with a range of Team Teach Level 2 trainers who can refresh staff's tools in their regulation toolkit including strategies for PI's, RPI's, De-escalation, and any other concerns brought to the surgery. These are held on the first Friday of every month by the Deputy Behaviour Lead.

Induction

All staff receive a package of training when they come to work at Aspire. Alongside Safeguarding training, staff receive Makaton training and Team Teach training for de-escalation and physical intervention. Training is also given on other forms of functional communication as well as how to manage an effective learning environment.

Parental involvement and training opportunities

The Family Liaison Officer works closely with the Pastoral team and parents. She represents the voice of the parent within school and supports the Pastoral team to offer parent training and workshops which benefit our parents and parents local to us. Our staff welcome opportunities to share expertise with parents. They can speak with the FLO, email the school office or put something in the suggestion box in the school reception area to ask for this.

Monitoring and Review

Monitoring

This policy will be reviewed when necessary and at least annually, by the Behaviour Lead and Senior Leadership Team. Bourne Alliance MAT's Governing Body and Board of Trustees will approve and ratify the policy annually.

Appendix 1

Pastoral Referral Form

Aspire Pastoral Team Referral

* Required

* This form will record your name, please fill your name.

IMPORTANT

Please ensure up to date, accurate CPOMS records have been kept for every incident relating to this referral. If there is not enough data, or descriptions are too limited, we will ask you to add more detail before accepting the referral.
A member of the Wellbeing Team will observe before the referral is accepted. Please review the Wellbeing Team Pastoral Checklist and ensure all listed supports are in place prior to submitting the referral. If these supports are not in place, the referral will be declined, and we will work with you to implement them before you re-submit.

1. Name of referrer

2. Child's Full Name *

3. Class *

4. What is the main reason for your referral? *

5. Which area of support is the focus of your referral? *

- ◯ Communication
- ◯ Behaviour
- ◯ Mental Health
- ◯ Sensory
- ◯ Home Engagement
- ◯ Other

6. What supports are already in place? e.g. Speech and Language Advice, Sensory Advice, other *

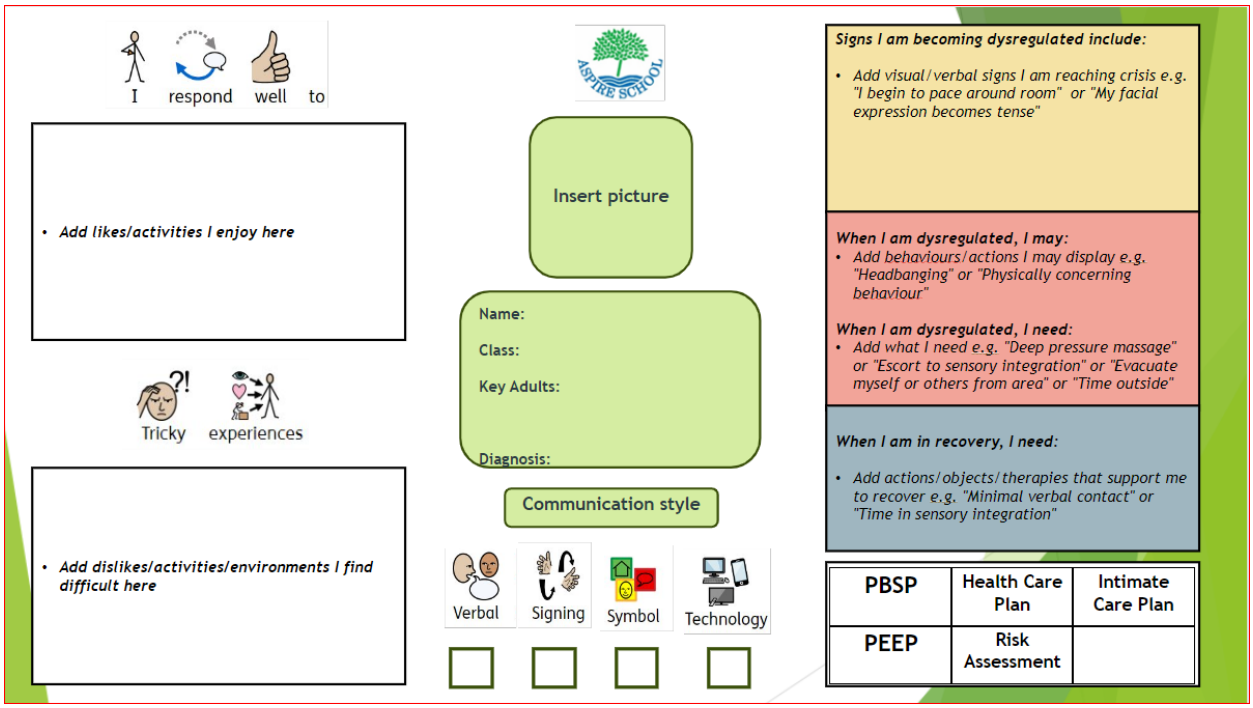
7. Things you've tried so far - what went well and what didn't *

8. What would you like to see as the result of this referral?

9. Are parents/carers aware you are making this referral and the reasons for it? If no, please contact parents before proceeding with the referral.

- ◯ Yes
- ◯ No

Pupil Passport



Personal Behaviour Support Plan

Proactive Strategies		
Active Signs & Strategies	**Reactive Signs & Strategies**	**Recovery Strategies**
Positive Handling Interventions that have been agreed to reduce risk:		
Author of PBSP: Signature: Date: Parent/s in attendance: Signature/s: Date: Headteacher or Behaviour Lead: Authorisation Signature: Date:		

Pupil Risk Assessment

Name:

Class:

Date:

Author:

Approved By:

Parent Signature:

Risk is assessed using the following formula: P X S = Risk Score
Probability Scale: 1 (very unlikely to happen) - (Certain to happen)
Severity Scale: 1 (Very low risk) - (Extremely high risk/danger)

Term	1	2	3	4	5	6
Reviewed						

Hazard	Mitigations	Risk Level P X S	Mitigated Risk P X S

Appendix 2

Staff Reference – Physical and Restrictive Physical Interventions

Physical Interventions

Bourne Alliance
Multi Academy Trust

Biomechanics

Biomechanics helps us understand how our bodies move and how forces affect us. In supportive physical interventions, it guides us in using the least amount of force necessary to help children safely. By considering joint movement and body positioning, we can provide gentle, effective support that keeps everyone comfortable and safe

Physical Interventions

Disengagements





Elbow/Hand Prompts





Caring C Guide



Help Hug



Turn and Go



Restrictive Physical Interventions

Single Person Double Elbow



Two Person Single Elbow



Two Person Double Elbow



Figure of Four



Bite Response



Half Shield



Seated Holds



Physical Interventions (PI)

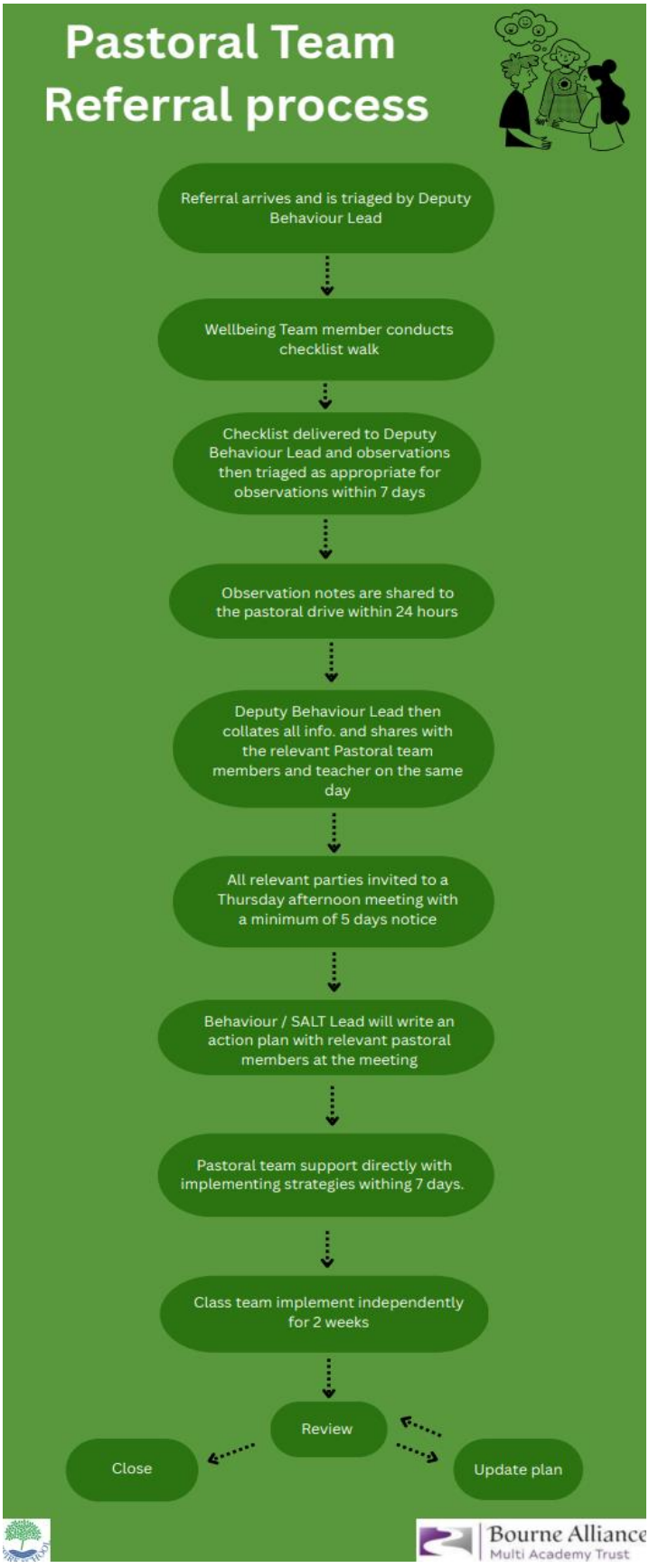
Action	After Action		PBSP
Arm Disengagements	CPOMS		Yes
Neck Disengagements	CPOMS		Yes
Body Disengagements	CPOMS		Yes
Clothing / Hair Disengagements	CPOMS		Yes
Body Blocking	No Action Needed / Use Professional Judgement		No
Elbow Prompt	No Action Needed		No
Hand Prompt	No Action Needed		No
Caring C Guide	CPOMS		Yes
Help Hug / Elbow Snug Guide	CPOMS		Yes
Turn and Go	CPOMS		Yes

Restrictive Physical Interventions (RPI)

Action	After Action		PBSP
Single Person Double Elbow	CPOMS & Notify Home		Yes
Two Person Single Elbow	CPOMS & Notify Home		Yes
Two Person Double Elbow	CPOMS & Notify Home		Yes
Figure of Four	CPOMS & Notify Home		Yes
Bite Response	CPOMS & Notify Home		Yes
Half Shield	CPOMS & Notify Home		Yes
Turn, Gather, and Guide	CPOMS & Notify Home		Yes
Single Person Double Elbow Seated	CPOMS & Notify Home		Yes
Two Person Single Elbow Seated	CPOMS & Notify Home		Yes
Two Person Double Elbow Seated	CPOMS & Notify Home		Yes

For any further information regarding the use of PI's or RPI's please refer to the Physical Intervention Policy or speak to the BA-MAT Team Teach Trainers.

Appendix 3


Pastoral Team
Referral process
Referral arrives and is triaged by Deputy Behaviour Lead
Wellbeing Team member conducts checklist walk
Checklist delivered to Deputy Behaviour Lead and observations then triaged as appropriate for observations within 7 days
Observation notes are shared to the pastoral drive within 24 hours
Deputy Behaviour Lead then collates all info. and shares with the relevant Pastoral team members and teacher on the same day
All relevant parties invited to a Thursday afternoon meeting with a minimum of 5 days notice
Behaviour / SALT Lead will write an action plan with relevant pastoral members at the meeting
Pastoral team support directly with implementing strategies withing 7 days.
Class team implement independently for 2 weeks
Review
Close
Update plan
Bourne Alliance
Multi Academy Trust