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POSITIVE BEHAVIOUR POLICY

Positive Behaviour Policy	
Version History	
V24.1	Significant Updates to meet new legislation.
V25.1	<p>Section 4- amended to reflect changes to good and valued behaviours.</p> <p>Section 8- amended to reflect reporting changes to behaviour watch.</p> <p>Section 10- amended to reflect detrimental behaviour.</p> <p>Section 13- updated training names to Relational Practice & Principles or Restraint Reduction</p> <p>Section 14: Updated to reflect working realities of behaviour watch and to add in new termly monitoring with class teachers for individual children.</p> <p>Appendix C- Updated flow chart</p> <p>Appendix D- Added Behaviour Curriculum</p>

POSITIVE BEHAVIOUR POLICY

Contents

1. Aims and Objectives	3
2. Equal Opportunities	4
3. Code of Conduct	4
4. Supporting Attitudes to Valued Behaviour	4
5. Pastoral Support.....	4
6. Working with Other Agencies.....	5
7. Positive Language.....	6
8. Recording and Documenting Students Behaviour	6
9. Educational and Protective Consequences	6
10 Procedures and Practice.....	7
11. Statement on the use of Physical Intervention.....	8
12. Incident Reporting.....	10
13. Training.....	10
14. Working Realities	11
Appendix A- Graduated Response.....	12
Appendix B- Therapeutic Thinking Tutor Team	13
Appendix C- Flowchart of support.....	14
Appendix D - Behaviour Curriculum	
Appendix E- Our School Rules	

1. Aims and Objectives

At Shorefields School we promote high expectations of behaviour and personal achievement for all of our pupils. By creating a caring and stimulating environment we seek to promote the principle that the school is a community within which all members share a mutual responsibility for the care and wellbeing of others. We believe that all individuals are worthy of respect and that actions and behaviour must recognise the dignity and safety of others. We are committed to ensuring that a positive way forward may be found for individuals who may experience difficulties with personal behaviours, relationships and attitudes. We are committed to developing skills within Shorefields that enable all pupils to be independent, have self-control, are safe, happy and have respect when out in the wider community. A wide variety of behaviours are tolerated but not accepted as inevitable and unchangeable. Pupils are encouraged to be independent, develop self-control and show respect for others. The use of rewards and consequences that are consistent and fair is an integral part of successful management of behaviour. We believe that good behaviour promotes effective learning.

This policy is written in response to *'Essex County Council - Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings'*. In addition to the DFE's *'Behaviour In Schools'* It is the responsibility of all staff to be aware of the content of this document. Following the development of the 'Behaviour In Schools' document, Shorefields have now created its own behaviour curriculum which looks to promote our five key valued behaviours. Our behaviour curriculum can be found as an appendix to this policy.

2. Equal Opportunities

All pupils and staff should have the same expectations for their behaviour, whilst taking into account the needs of individuals recognised by the school. The system is there to support the whole school community and ensure clear boundaries are established that benefit everyone.

3. Code of Conduct

The Code of Conduct for Shorefields is promoted and helps to contribute to the positive ethos throughout the School. The code sets out expectations as follows:

- Show respect
- Be kind and friendly
- Listen Well
- Work Hard
- Tell the Truth

4. Supporting Attitudes to Valued Behaviour

Previously Known as Supporting Attitudes to Good Behaviour

The development of the whole child is important to us and as a result, we endeavour to fulfil the school core purpose of 'Learn to Live'.

Expectations

In order to promote positive valued behaviours, it is expected that in each part of the school there will be:

- Effective presence/supervision/time keeping by all staff.
- Consistency in approach.
- Supportive yet firm approach/style.
- Focused attention.
- High expectations.
- Positive language.
- Effective match of curriculum to the individual.
- Effective use of positive attitudes, language and rewards.
- Team responsibility.
- Regularly attending training regarding behaviour
- Good organisation of space/resources/timetable.
- Appropriate forms of communication – verbal and non-verbal including signs/symbols.
- To be a good role model at all times.

Managing Behaviour

Shorefields staff are trained in prosocial behaviour for learning in our school through Therapeutic Thinking formerly Essex Steps training. This is a therapeutic approach to behaviour management and we all share this ethos as a school.

5. Pastoral Support

Home School Support:

At Shorefields it is important to us that communication between home, School and College is effective and supportive. This is undertaken by all School staff with class teams taking responsibility for:

- Regular liaison with parents/carers.
- Working in partnership with other agencies.
- Supporting pupils with behaviour in School.
- Supporting pupils one-to-one with home/School issues.

Parental Contribution

Parents/carers play a crucial role in shaping the attitudes, which produce good behaviour in School and College. Parents/carers need to provide their children with firm guidance and positive models through their own behaviour and attitudes. The School and College acknowledges its duty to accept responsibility for the care and welfare of pupils during the School and College day.

Parents can expect:

- Their children to be in a safe environment when in School and College.
- That their child will be treated in a manner that reflects the behaviour policy of the School and College.
- To be informed of the significant problem or difficulties that may be affecting their child in school.
- To be informed of children's successes and wow moments through tapestry, the home school book or verbally.
- To be informed when a Restrictive Physical intervention (RPI) has had to be used for their child and/or when a new behaviour requires a RPI.

The school can expect parents/carers:

- To trust and respect the work of the staff on behalf of their children.
- To support the School and College in enabling children to develop and progress.
- To support and encourage their child to be a positive member of the school and community.
- To agree to the schools home/ school agreement.

Parental Involvement

Parents will be asked to support the school behaviour policy by:

- Attending relevant meetings throughout the year or as required.
- Communicating with staff appropriately through home school contact.
- Home school contact is agreed with parents/carers and the class teacher. This will usually be through home school books.
- Supporting techniques and routines used in school and trying to carry these on at home wherever possible.

6. Working with Other Agencies

The school is able to provide extended pastoral services to the pupils. A range of school staff lead on establishing extended services and provision for pupils within the school and the local community. These are identified within our local offer. Other activities available to pupils may include:

- After School clubs.
- Individual support e.g. Thrive, Play therapy, Art therapy and Music therapy.
- Liaising with respite facilities.
- Supporting with finding personal assistants (PA)

Staff

The aim of our behaviour system is to allow pupils to be praised for their progress irrespective of their ability, the ultimate long-term goal is that pupils will be intrinsically rewarded as they mature

and will not need external rewards. Staff need to praise pupils when they 'catch the pupil getting it right' e.g. a pupil comes into the room and sits nicely without any prompts or, for another pupil, it might be working for 10 mins without distracting others. If a pupil has an Individual Risk Management Plan (IRMP) staff will follow the strategies on it and not deviate from the plan. Through the pupils individualised targets staff will plan in opportunities to work on individual behaviours, prosocial group behaviours and appropriate behaviours in the community.

7. Positive Language

We ask all staff to consider the language they use with pupils. We expect positive language wherever possible. All of our pupils have communication as an area of need on their EHC plan which means they all have difficulties in this area. A child in crisis will find understanding language even more difficult than they normally do. Therefore we expect staff to be mindful of this, give pupils extended time to process what they are saying, limit the language they are using and support this with visuals or signing if necessary.

8. Recording and Documenting Students Behaviour

If a pupil's difficult detrimental behaviour continually disrupts their own and other pupils' learning, causes offence or upsets others, Staff need to:

- Record the behaviour/incident on a behaviour watch.
- Class Teacher to review incident on behaviour watch and complete necessary follow up actions.
- Inform the parent or guardian of the behaviour via the home school book, phone call, email or face to face.
- Therapeutic Thinking Lead/ Deputy Headteacher to monitor/ review behaviour on behaviour watch.

If a pupil's dangerous detrimental behaviour continuously disrupts learning, behaves in a manner likely to cause harm to themselves or others or damage to property the teacher needs to:

- Record the incident on behaviour watch.
- If Restrictive Physical Intervention (RPI) takes place record the physical intervention on the pupil's behaviour watch incident form. (A member of the therapeutic thinking team will report this RPI to Essex Health and Safety).
- Phone the parent/ guardian to discuss and if deemed necessary invite them into School for a meeting to discuss.
- Where agreed in advance with SLT and parents, the parent may be emailed to inform them of an RPI.
- Highlight behaviour to social worker if the pupil has one or if RPI has taken place.
- Consider approaches/ next steps from the graduated approach document.
- Amend or create all relevant documentation as required.
- Complete de-brief actions on behaviour watch.
- Ensure copies of the previous, current and new IRMP's are kept and saved in the therapeutic thinking folder on the staff shared drive.
- Send home the Individual Risk Management Plan/ Reduction Plan IRMP/IRRP for parents to read and sign.
- Ensure Audit of Need is signed by deputy headteacher and headteacher.
- Review six monthly or as needed if behaviours change

9. Educational and Protective Consequences

Setting high expectations for behaviour throughout the school means that educational consequences will be used in order to allow pupils to learn how to meet the behaviour expectations

which are set. Wherever possible 'logical' consequences for behaviours will be employed. This will support and encourage pupils to learn how to behave in a prosocial and safe manner. These may be used alongside protective consequences.

Educational consequences used in School may include:

- Logical consequence linked to behaviour displayed e.g. tidying up, playing with younger pupils, repairing a display.
- The use of Visuals.
- Social stories.
- Rehearsing a task or situation i.e. keeping seat belts on.

Protective consequences used in School may include:

- A different break or playtime.
- Eating in a different area.
- Not using the mini bus for a period of time.
- Not going into the community for a period of time.

Protective consequence are used until there are changes in the pupils behaviour or the school environment to ensure they are safe in certain situations.

Individualised Area Guidelines (when a child is not able to function as part of the group)

If a pupil needs time out a staff member needs to take the student to a designated area for a set time and monitor them. Exclusion from the classroom needs to be supervised by the class team and should only occur if the safety of others is at risk or the pupil is unable to regulate themselves around others.

If a pupil is finding it hard to engage with their differentiated learning and continues to become anxious, disrupt others and not able to focus then a individualise area approach should be adopted, if a suitable area is available, and written into their IRMP.

- In setting up a individualised area for a child staff should –
- Identify a quiet suitable area where they can work/settle/be calm.
- Consider all health and safety implications and risk assess around this.
- Set appropriate tasks or activities for the pupil to engage with and monitor their progress.
- Use a social story or a learning strategy which is appropriate to their ability to help them regulate and make progress within the school setting.

10 Procedures and Practice

When difficult or dangerous behaviour is displayed in our School, staff will use the following procedure to ensure a consistent and well managed approach.

The procedure for managing detrimental behaviour is as follows:

Difficult Detrimental Behaviour	Dangerous Detrimental Behaviour
<ul style="list-style-type: none"> ➤ De-escalation ➤ Differentiate the task set / Tactical ignoring / distract / redirect ➤ Sensory input ➤ Change of face ➤ Seek Support from hub leaders and therapeutic thinking team ➤ Anxiety mapping/predict and prevent progress 	<ul style="list-style-type: none"> ➤ Where behaviours are dangerous ,causing significant disruption to learning & pupils' well- being a member of SLT or therapeutic thinking team is called. In dangerous situations there are panic buttons in most rooms. ➤ Clear other pupils from class if able to do so.

<ul style="list-style-type: none"> ➤ Learning consequences to be carried out at an appropriate time if appropriate ➤ Contact with parents / carers ➤ Use the panic alarm if you need support when a child is in crisis ➤ Some teams to use walkie talkies if appropriate 	<ul style="list-style-type: none"> ➤ Removal of dangerous pupil by a trained person following the Principles of Restraint Reduction techniques if needed (previously step up). ➤ Return to class only to take place if the pupil is calm enough. ➤ Phone call or email where previously agreed to Parents / Guardians and inform social worker if relevant. ➤ This situation should be followed up with a review / setting up of an IRMP / monitoring of behaviour
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At Risk of Suspension &/or Exclusion Meeting

- If pupils continue to demonstrate extremely difficult and dangerous behaviour this may trigger a meeting to consider if they are at risk of exclusion. The procedure is as follows-
- Significant increase in behaviour watch forms.
- This will be reported at the weekly SLT meeting and a decision will be made if whether the pupil may be at risk of exclusion and therefore a meeting is needed. The deputy head will email the class teacher the outcome of this meeting.
- If a meeting is to take place it will involve class teacher, deputy headteacher, parent and social worker. The actions from this may include EP/IP referral, therapeutic referral, discussion around banding, feedback from teacher on staff wellbeing, further training, considering environmental changes if possible, meeting with parents/carers and anything else deemed relevant.
- Minutes will be taken which will include a time frame set for a review meeting and an action plan.
- If the head teacher feel an exclusion is necessary they will follow the current policy and procedures on this.

11. Statement on the use of Physical Intervention

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- To comfort a pupil in distress (in a way appropriate to their age).
- To gently direct a pupil.
- For curricular reasons (for example in PE, Drama etc.).
- In an emergency to avert danger to the pupil or pupils.

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- The pupil's age and level of understanding.
- The pupil's individual characteristics and history.
- The location where the contact takes place (it should not take place in private without others present).

At Shorefields School members of staff may physically guide, touch or prompt children in appropriate ways at appropriate times. It is extremely important that they have read and understood all relevant policy to appreciate the reasons why we may choose to use physical intervention or restrictive physical intervention with children and the appropriate ways in which we do so. It is also important they follow the staff uniform policy and wear protective clothing if provided.

If a Restrictive Physical intervention (RPI) takes place then it must be recoded on behaviour watch. This will be reported to parents/carers and their social worker if they have one.

Why Do We Use Touch?

We may choose to use a physical intervention with children for a variety of reasons, but in general terms we would normally do so for either comfort reward or guidance.

How Do We Use Touch?

Hugging

At Shorefields School, we encourage staff that are using touch for comfort or reward to use a 'supportive hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' cuddling and the adult's hands on the shoulders limit the ability of the child to turn themselves into you. Hugging can be used either standing or seated, however, this must be used in conjunction with a positive verbal comment such as reassurance, praise and encouragement.

Picking up and carrying

At School we do not pick up children and carry them. This is because of staff or child injury where they might trip and fall. Children should never be carried up or down stairs. If a child drops to the floor then the adult should wait until the child gets up, unless they are in danger and it is an emergency situation.

Hand-Holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required.

Kissing

If a child goes to kiss you then redirect them into a supportive hug and remind them that kisses are for home/family members. Some of our children have attachment issues and we do not want to confuse them. Encourage them to use high fives or shake hands when they greet other people.

Lap-Sitting

At our School we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means, explored within therapeutic training. If a child attempts to sit on a staff members lap, they should explain and ask them to sit next to them.

At times, children may be in such crisis or distress that they hold staff in a way which is not described as above (e.g. 'front on' hug/lap sitting). If this should happen, please ensure that a senior member of staff is informed. This senior leader will ask the member of staff to make a note of this, this will be in order to record and monitor the number of times the student is seeking this support from staff and to analyse the child's unmet need.

We believe that appropriate touch can be a positive experience for the children that we care for, this does not mean that staff have to use physical interventions with children. It should also be realised that some children will not want to be touched. Please respect this.

Staff have a 'Duty of Care' towards the students in their care. Therefore, if a student is likely to be at risk from harm if they do not physically intervene in an emergency situation, staff must take action. The action staff take will be dependent on the dynamic risk assessment that they make at that moment in time.

We also have within our behaviour policy, a section on restrictive intervention in line with therapeutic thinking training. Parents/carers will be made aware of this policy/statement when their child is admitted to this School. If you have any questions or would like a further discussion regarding this policy, please speak to your line manager at the earliest available opportunity.

12. Incident Reporting

Any incidents which cause concern should be reported and written up by the member of staff involved unless they are physically unable to. Ideally this should still be done alongside/ or with the member of staff involved.

Incidents which should be recorded include:

- Concern over time of repeated inappropriate behaviours.
- Change in pupils behaviour over time causing concern.
- Physical aggression
- Unusual emotional outbursts.
- Destruction of property.
- Where a person's behaviour has led to an accident form or 'bump note'.
- Absconding
- Racial abuse.
- Online safety concerns
- Bullying.
- Stealing.
- Sexual incidents.
- Activation of fire alarms

This list is not exhaustive, individual staff may wish to record other incidents they feel are significant.

Purpose of reporting system

- To alert class staff and therapeutic thinking team to changing behaviour
- To analyse behaviour and develop appropriate support strategies for pupils
- To inform risk assessment and positive handling plans
- To help develop a consistent approach to particular types of incidents
- To help staff to develop a consistent approach to individual pupils
- To help staff and pupils avoid and prevent reportable incidents
- To provide on-going documentation with which to support action
- To provide evidence should it be required at any time in the future

13. Training

As a School we train all our staff in Therapeutic Thinking Relational Practices training to support with de-escalation techniques, promoting positive behaviour, recording behaviour and guiding & escorting pupils. All staff members receive a full day of initial training. Following this, annual refresher training is carried out every twelve months to ensure that all staff hold a current, valid certificate. When required we use Principles of Restraint Reduction techniques also known as Restrictive Intervention which covers the use of (RPI) and behaviour management techniques which help reduce the need for such interventions. Guidance/ training will be given where needed for carrying out physical intervention on an on-going basis.

The school have a current list of staff that are trained to use physical interventions.

The school is committed to providing Therapeutic Thinking training and to endeavouring to reduce any situation where staff members encounter violence in the course of their work. The school has a risk assessment in place to cover violence and aggression encountered in the workplace and to reduce these situations. Key staff are trained tutors in Therapeutic Thinking (step on) and Principles of Restraint Reduction (step up) these staff are identified in appendix b.

14. Working Realities

All stakeholders must be aware of the working realities and likely consequences when individual are involved in an incident involving the use of force. The following systems are endorsed by Shorefields School:

In order to minimise risk to staff and pupils, manage challenging/ detrimental behaviour and help pupils learn it is the policy to:

- Record serious incidents on behaviour watch.
- RPI reported on behaviour watch.
- Report an injury to the office as outlined in the staff handbook so this can be recorded on EVOLVE accident book.
- Report RPI and reported significant injuries to Essex Health and Safety.
- Complete an IRMP when a pupil demonstrates behaviour that may or has caused risk to themselves, others or property. This should happen as soon after the event as possible. Pupils requiring an IRMP may also become identified through SLT meetings or Deputy Headteacher monitoring. Whenever there is a change to a pupil's behaviour IRMP should be amended.
- To keep staff safe wherever possible by following the staff dress code, wearing protective clothing if provided, and using training on body positioning.
- To follow outlined procedures and plans.
- Class Teachers take part in termly individualised class monitoring with the Deputy Headteacher.

All documentation should be completed as soon as possible after the event has taken place (maximum of 24 hours) but having allowed everyone involved in the situation time to calm down. Wherever possible this should occur before the member of staff goes home. If the written paperwork is not able to be completed staff involved must, **at the very least**, inform a member of SLT what has occurred.

After a serious incident has occurred a pupil & staff must be offered an opportunity for de-brief. We appreciate not all our pupils respond well to a restorative conversation; this will be considered on an individual basis.

Appendix A- Graduated Response



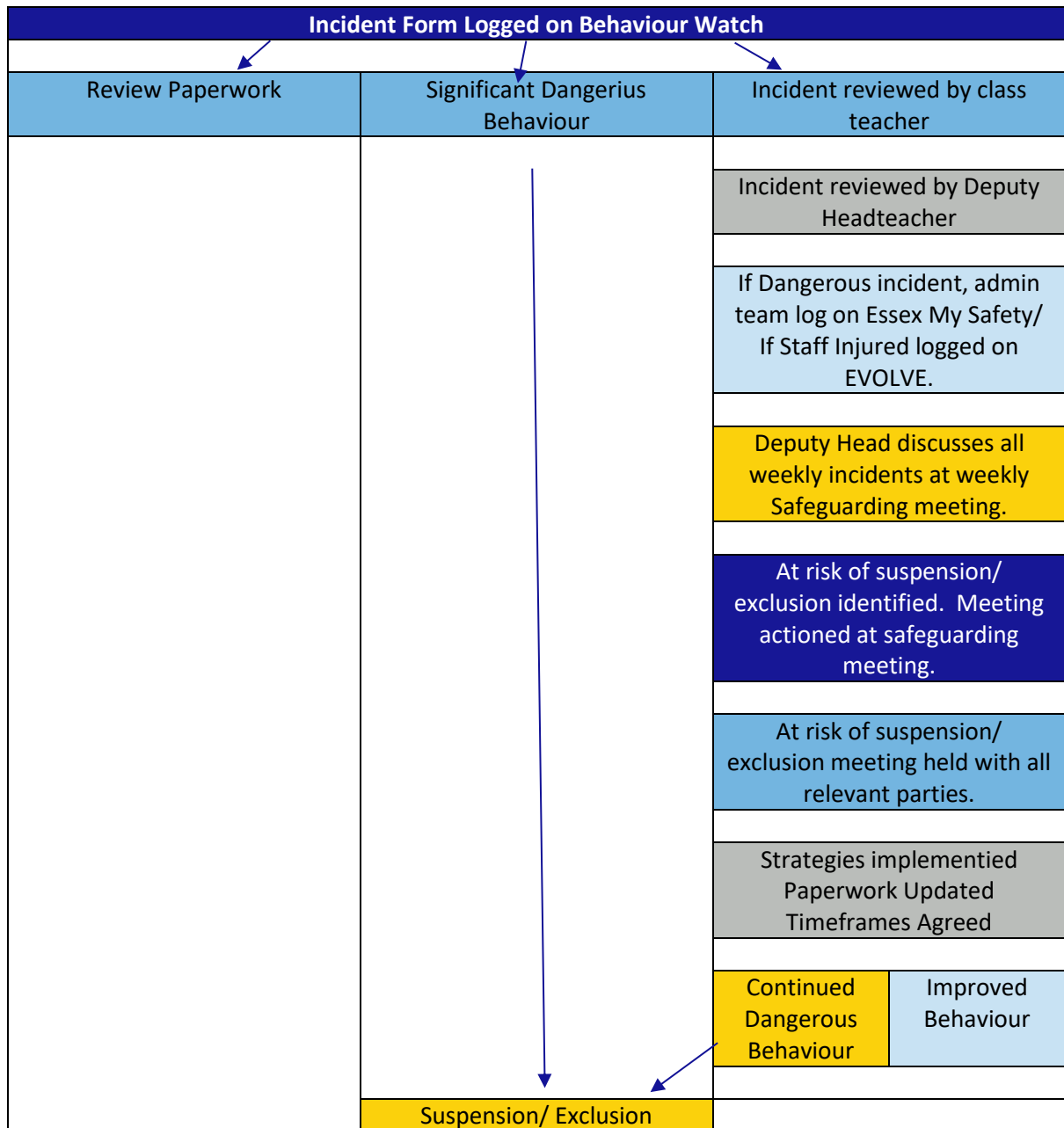
Therapeutic Thinking Graduated Response

<p style="text-align: center;">Universal Behaviour Curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teach pro-social behaviour. <input type="checkbox"/> Include within pupil induction. <input type="checkbox"/> Establish routines. <input type="checkbox"/> Staff role-model expectations. <input type="checkbox"/> Create positive relationships. <input type="checkbox"/> Use positive phrasing to communicate expectations.
<p style="text-align: center;">Targeted Behaviour Policy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority. <input type="checkbox"/> Check if the identified behaviour is covered in policy. <input type="checkbox"/> Follow the policy. <input type="checkbox"/> Record the impact of policy on pupil's behaviour. <input type="checkbox"/> Analyse the dynamic using the inclusion circles. <input type="checkbox"/> If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.
<p style="text-align: center;">Targeted Plus Early Prognosis</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the behaviour factually and unemotionally. <input type="checkbox"/> Gather appropriate and authentic pupil voice. <input type="checkbox"/> Gather information from relevant parties, including multi-agency colleagues, in respect of: <ul style="list-style-type: none"> <input type="checkbox"/> Function of behaviour <input type="checkbox"/> Health and wellbeing <input type="checkbox"/> Context <input type="checkbox"/> Cultural expectations <input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review. <input type="checkbox"/> Where further intervention is needed, move to Predict & Prevent.
<p style="text-align: center;">Specialist Predict, Prevent & Progress</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Update Early Prognosis document. <input type="checkbox"/> Complete Risk Calculator. <input type="checkbox"/> Identify any protective consequences needed. <input type="checkbox"/> Identify educational consequences needed. <input type="checkbox"/> Complete Subconscious and Conscious checklists. <input type="checkbox"/> Complete Anxiety Analysis over a period of time. <input type="checkbox"/> Identify factors the child can't cope with and which they can't cope without. <input type="checkbox"/> Use all preceding analysis to create a Predict, Prevent & Progress plan. <input type="checkbox"/> Review the plan regularly. <input type="checkbox"/> Where further intervention is needed move to Therapeutic Plan.
<p style="text-align: center;">Specialist Plus Therapeutic Plan</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious & Conscious checklists, Anxiety Analysis). <input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours. <input type="checkbox"/> Complete a Therapeutic Plan as a result of the completed analysis documents. <input type="checkbox"/> Continue Assess, Plan, Do, Review cycles. <input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need.

Appendix B- Therapeutic Thinking Tutor Team

		Therapeutic Thinking Lead	Therapeutic Thinking (Step On Tutor)	Principles of Restraint & Reduction (Step Up Tutor)
Ryan Bruce	Deputy Headteacher	√	√	√
Gemma Fowler	Headteacher		√	√
Sarah Perkins	Assistant Headteacher		√	
Emma Norfolk	Class Teacher/ Pier Lead		√	
Jackie Stephens	Class Teacher		√	
Pam Heath	Class Teacher/ Sunshine Lead		√	



Appendix C- Flowchart of support



Appendix D-

BEHAVIOUR CURRICULUM

At Shorefields School, we want to prepare our pupils for the life that lies ahead of them and believe that explicit teaching of outstanding behaviour is an integral part of this. Our behaviour curriculum has been designed to build our pupils' character, preparing them for a successful future. Through our behaviour curriculum, we teach outstanding behaviour through clear expectations, routines and opportunities for all staff and children to rehearse, model and refine these behaviours. We want our pupils to understand how and why we behave and to have frequent opportunities to practise doing so, in order for these behaviours to become intrinsic in their day to day lives.

 <p>Intent (Aspirations for our Pupils)</p>	<p><i>At Shorefields School, we want exemplary behaviour to be an unspoken expectation. Our behaviour curriculum is based around:</i></p> <ul style="list-style-type: none">⇒ Teaching, not telling, children how to behave⇒ Ensuring all adults are calm, consistent and fair in their response to behaviour⇒ Having clear and concise expectations, routines, rewards and sanctions that everyone follows⇒ Focusing explicitly on positive behaviour: recognising, describing and explaining what we want to see⇒ Adapting our approaches, where needed, for specific pupils with additional needs
 <p>Implementation (Teaching the-)</p>	<p>We believe that, in order for pupils to behave well, they must not only be taught explicitly, but be given plenty of opportunity to rehearse, practise and refine their behaviour. Our behaviour curriculum is based on a firm foundation of research such as Rosenshine's principles of instruction and Willingham's ideas about memory. Students can improve their confidence and fluency of behaviour routines and expectations by engaging in plenty of practice – so our curriculum is designed to do just that.</p> <p>It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach with minimal disruptions to learning.</p> <p>The process in which we teach behaviour is as follows:</p> <ul style="list-style-type: none">IDENTIFY the behaviour we expect Explicitly TEACH behaviourMODEL the behaviour we are expectingPRACTISE behaviourNOTICE excellent behaviourCREATE conditions for excellent behaviour

Valued Behaviour 1: Sharing

What this looks like in school:

- ✓ Parallel Play
- ✓ Sharing space
- ✓ Turn taking (adult led)
- ✓ Sharing preferred toys
- ✓ Sharing equipment/ resources
- ✓ Accepting peers into their space
- ✓ Attention Bucket
- ✓ Working together
- ✓ My turn, your turn games
- ✓ Initiate sharing games
- ✓ Sharing with adults before peer
- ✓ Tolerating each other's space
- ✓ Sharing tables

How we teach and model sharing:

- ✓ Sensory Stories
- ✓ Social Stories
- ✓ School Council
- ✓ Attention Bucket
- ✓ Friends Club
- ✓ Social Opportunities (turn taking games)
- ✓ Role modelling
- ✓ Close staff support to help students pass on resources
- ✓ Visual Schedules
- ✓ Good morning routines and turn taking
- ✓ Cooking sessions
- ✓ PSHE lessons
- ✓ PE
- ✓ Playground activities
- ✓ Soft Play

School adults will:

- ✓ Role model
- ✓ Give verbal instructions and cues
- ✓ Use communication devices to support sharing
- ✓ Model positive interaction
- ✓ Supervision
- ✓ Positive language

Why we expect to see this behaviour:

- ✓ To encourage social communication
- ✓ To develop life skills
- ✓ To develop social skills
- ✓ To show that we respect and trust each other

Valued Behaviour 2: Moving Safely Around School

What this looks like in school:

- ✓ Walking
- ✓ Pier pupils accessing corridors at quieter times
- ✓ Kind Hands
- ✓ Holding onto bannisters/ grab rails
- ✓ Adult support
- ✓ Observing school artwork
- ✓ Responding to verbal prompts
- ✓ Using visual aids to transition
- ✓ Using equipment
- ✓ Communication Boards
- ✓ Putting arms and legs inside wheelchair when asked to safely pass-through doorways
- ✓ Walking feet
- ✓ Walking with spatial awareness

How we teach and model moving safely around the school:

- ✓ Stop/Go Games
- ✓ Adult Modelling
- ✓ Letting others pass
- ✓ Positive praise
- ✓ Modelling
- ✓ Use of visual schedules
- ✓ Close staff support
- ✓ Sensory Integration
- ✓ Physio Plans
- ✓ PHSE Lessons
- ✓ Physical/Verbal prompts
- ✓ Reassurance
- ✓ PE
- ✓ Positive Language

School adults will:

- ✓ Use transition boards to support communication
- ✓ Use positive praise
- ✓ Role Model expectations
- ✓ Consistently teach expectations
- ✓ Revisit and reteach expectations when needed
- ✓ Model the expectations for pupils

Why we expect to see this behaviour:

- ✓ To keep pupils and adults safe at all times
- ✓ To promote life skills
- ✓ Demonstrate a calm environment
- ✓ Shows that we trust each other
- ✓ Awareness of school rules

Valued Behaviour 3: Being Polite/ Respectful

What this looks like in school:

- ✓ Socially Acceptable Language
- ✓ Taking turns
- ✓ Sharing with peers
- ✓ Greeting adults/ peers
- ✓ Gaining attention positively
- ✓ Appropriate touch
- ✓ RSE/PSHE curriculum consistently modelled
- ✓ Giving peers their own space when appropriate
- ✓ Follow adult modelling
- ✓ Waiting
- ✓ Following instructions
- ✓ Looking after their environment,
- ✓ Adult support

How we teach and model being polite/ respectful around the school:

- ✓ Model instruction
- ✓ Model behaviour & positive action
- ✓ Exposure to new experiences
- ✓ Circle time
- ✓ Modelling action i.e. please, thank you
- ✓ Positive praise
- ✓ Modelling
- ✓ Use of visual schedules
- ✓ Close staff support
- ✓ Makaton signing
- ✓ Encouraging positive language
- ✓ PECS, Coreboards, Eyegaze, PODDS
- ✓ Facilitated play
- ✓ Social stories,
- ✓ PHSE/ RSE Lessons
- ✓ Physical/Verbal prompts
- ✓ Positive Language

School adults will:

- ✓ Use transition boards to support communication
- ✓ Use positive praise
- ✓ Role Model expectations
- ✓ Consistently teach expectations
- ✓ Revisit and reteach expectations when needed
- ✓ Model the expectations for pupils

Why we expect to see this behaviour:

- ✓ Shows respect to staff, pupils and wider school community
- ✓ To promote life skills
- ✓ To promote positive social interactions.
- ✓ To develop social skills
- ✓ To support a positive learning environment
- ✓ Awareness of school rules

Valued Behaviour 4: Waiting

What this looks like in school:

- ✓ Increasing the time to wait
- ✓ Wait symbol,
- ✓ Coreboards,
- ✓ Turn taking games,
- ✓ Sharing with peers,
- ✓ Verbal countdown
- ✓ Waiting for their turn to communicate
- ✓ Waiting for playground equipment
- ✓ Waiting for lunch,
- ✓ Waiting for items on the interactive whiteboard
- ✓ Waiting for adult attention
- ✓ Choosing alternative play items

How we teach and model waiting:

- ✓ Sand timers
- ✓ Core boards
- ✓ PECS
- ✓ Symbols/ visuals
- ✓ Verbal/ visual prompts
- ✓ Modelling waiting
- ✓ Learning the routine
- ✓ Now or next board
- ✓ PHSE lessons
- ✓ Choosing time
- ✓ Musical cues,
- ✓ Turn taking games

School adults will:

- ✓ Consistently model waiting through communication approaches
- ✓ Use positive praise
- ✓ Reinforce expectations
- ✓ Revisit and reteach expectations when needed
- ✓ Actively engage with pupils
- ✓ Ensure there is appropriate supervision

Why we expect to see this behaviour:

- ✓ Ensure pupil safety
- ✓ Promote consistent routines,
- ✓ Promote life skills
- ✓ Promote independence
- ✓ Promote a positive learning environment

Valued Behaviour 5- Being Safe In The Community

What this looks like at school:

- ✓ Wearing reings
- ✓ Walking holding adults hands
- ✓ Appropriate behaviour for shops/ parks
- ✓ Not talking to strangers
- ✓ Hi-Viz
- ✓ Using buggies where appropriate
- ✓ Transport training
- ✓ Community visits to different places
- ✓ Crossing roads
- ✓ Acceptance of seat belts
- ✓ Additional support for road safety to keep safe
- ✓ Stop, look & listen activities

How we teach/ model being safe in the community:

- ✓ *Community visits*
- ✓ *People who help us topics*
- ✓ High staff/ pupil ratio for community supervision
- ✓ **PHSE/ RSE lessons**
- ✓ *Road safety practice*
- ✓ *Careers week*
- ✓ *Positive language*
- ✓ *Reinforcement*
- ✓ *Seatbelts/ car seats*
- ✓ *Visuals of destinations*
- ✓ *PECS/ coreboards to support in the community*
- ✓ *Social stories*
- ✓ *Role modelling*

School adults will:

- ✓ Follow the schools educational visit policy
- ✓ Give positive praise
- ✓ Consistently teach these expectations
- ✓ Model the expectations
- ✓ Revisit and re teach consistently
- ✓ Use visuals to support.

Why we expect to see this behaviour:

- ✓ To promote independence,
- ✓ To promote community inclusion
- ✓ Show that we respect each other
- ✓ To promote life skills
- ✓ To keep pupils and adults safe at all times.

Appendix E- Our School Rules



1. We use kind hands.

2. We listen to adults and try our best.

3. We stay safe.

4. We look after our things and school equipment.

5. We help each other.