Behaviour policy and statement of behaviour principles

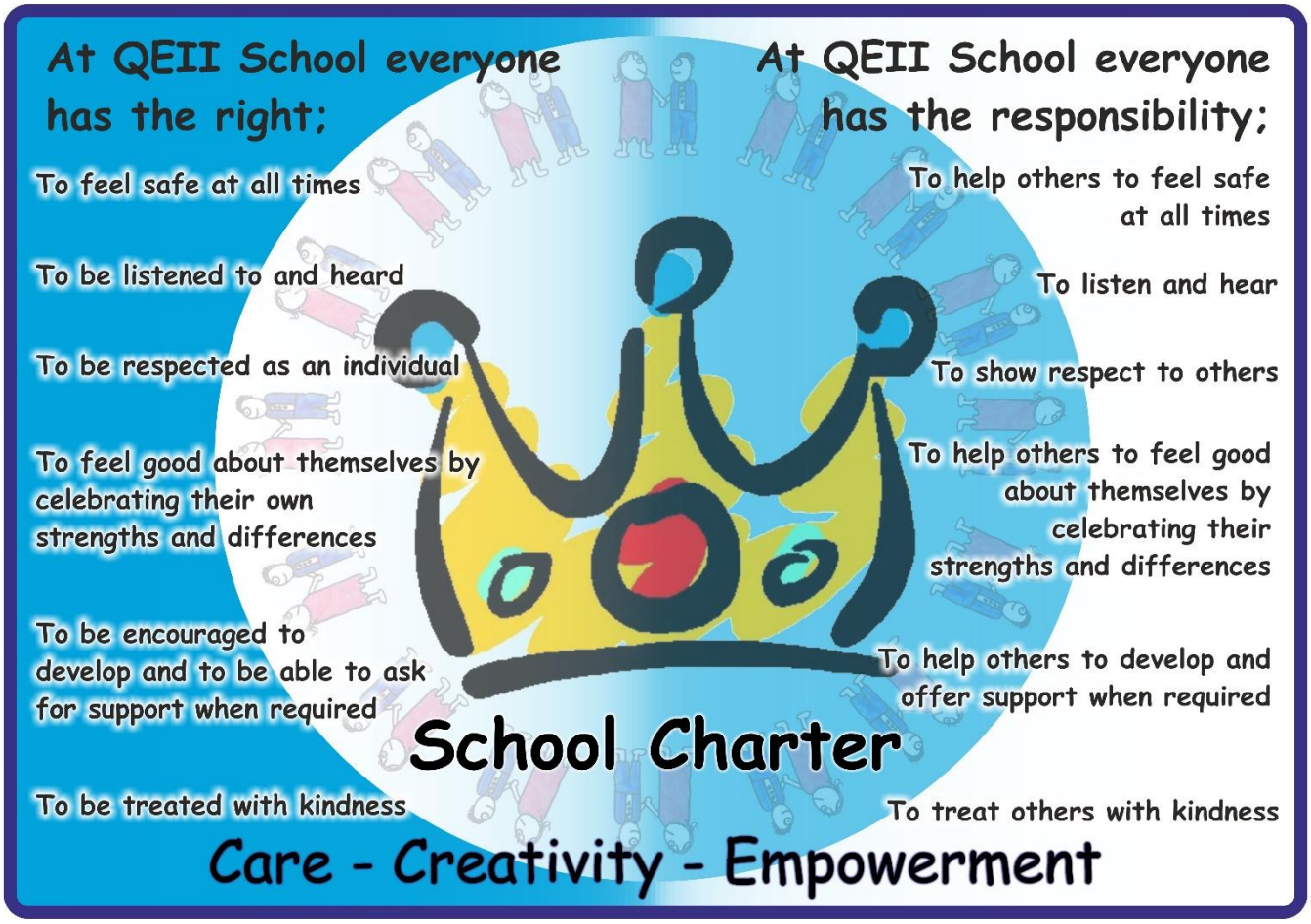
Queen Elizabeth II Silver Jubilee School

Queen Elizabeth School

Effective from: November 2026

Approved by: Helen Elphick and Governing body

Review date: September 2027



Legislation and policy links Appendix 1

Policy principles, supporting all pupils to behave positively are:

- There is a caring, positive and encouraging atmosphere within the school which promotes a sense of community where everybody feels valued and can learn
- The school provides a welcoming and supportive environment in which all members of the school community are safe and feel safe
- There are high levels of mutual respect between all members of the school community
- Staff consistently model high standards of respectful behaviour
- Positive behaviour choices are regularly recognised in a way that builds self-esteem amongst children
- Unacceptable behaviour is addressed fairly and consistently and in a positive manner
- Restorative approaches to anti-social behaviour are taken where appropriate and likely to be effective.
- Children at QEII School become increasingly independent and self-disciplined over time,

learning to understand the consequences of their actions and accept responsibility for their own behaviour choices

- All staff work in partnership with both parents and children for the benefit of all children

- There is a caring, positive and encouraging atmosphere within the school which promotes a sense of community where everybody feels valued and can learn

The aim of the Behaviour Policy is to promote and maintain behaviour within QEII school. We believe that positive behaviour management:

- Is value led
- Sets high expectations
- Establishes and maintains clear boundaries
- Promotes positive behaviour
- Teaches that behaviours have consequences
- Uses restorative approach

Our core values – ***generated with our students***.

Care	Creativity	Empowerment
love	imagination	independence
listening	colour	self-esteem
attention	limitless possibilities	pride
patience	curriculum	self-belief
dignity	individuality	self-regulation
comfort	new ideas	confidence
friendships	express thoughts	equality
support	opportunities to explore	be yourself
thoughtfulness	have fun	options
kindness	thinking outside the box	freedom of expression
independent skills	performing arts	making choices

Key practice for staff

Whilst everyone within the QEII School community should play their part in maintaining high standards of behaviour, we recognise that the practice of school staff is a key factor. Below are five key principles for staff that evidence shows are conducive to a positive, safe, respectful learning environment within school. In promoting positive behaviour, maintaining a highly respectful culture, and addressing behaviour choices at school, staff should be mindful of these principles.

- To support high-quality behaviour choices, our lessons should be engaging; well-planned, resourced and paced; and take into consideration learners' individual needs

- Positive language, body language and gestures should dominate our interaction with children. A total communication approach should be used in all classes Appendix 4. Children's positive behaviours should be frequently recognised and clearly link to choices

- The whole school community should be regularly active in modelling, promoting, protecting and celebrating our values

- All adults relentlessly recognise children's effort, progress and positive behaviour choices

- Expectations should be consistently and fairly applied and clearly linked to children's choices and expected standards.

- The Personal, Social and Health Education (PSHE) Relationship, Sex and Health (RHSE) curriculum provides proactive opportunities to specifically address issues around behaviour and children's social and emotional development.

- Pupil motivators are used in a structured and supportive manner, planned by the class teacher and in line with optimising pro-social behaviours and inclusion. Technology is not used as a motivator or working towards rewards as this in counter intuitive to pro-social engagement.

Roles and responsibilities

All staff have a role to play and responsibilities to the implementation of this policy. See **Appendix 2** to access

- Governing body
- Head Teacher
- Senior Mental health lead
- Pastoral assistant head teacher for behaviour and communication
- Teachers
- All staff including Special Support Assistants (SSAs) and Personal Support Assistants (PSA)

We believe that because staff, pupils, parents and Governors' value positive and regulated behaviour and children's mental health:

Children:
• learn what positive social behaviour looks like
• learn pro social behaviours
• learn how behaviour impacts others
• learn how to regulate emotions and develop their emotional literacy
• learn to care for one another
• learn the value of friendship
• develop self-confidence and self-esteem
• do as well as possible in their learning

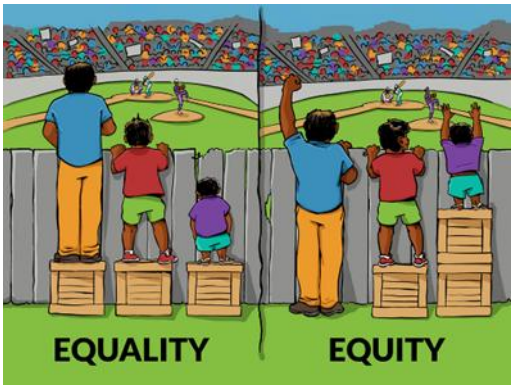
Staff:
• are proactive rather than reactive

- support each other to build their knowledge and understanding of different behaviour strategies to support all the needs of the children.

• teach effectively in line with the principles of ***QEII behaviour policy and teaching and learning policy***
• teach effective ways to regulate emotions through set curriculums e.g. Zones of Regulation, Sensory Support Plans, Social Thinking, Anxiety Gremlin etc.
• meet the needs of all pupils within the class setting
• make positive contacts with all parents and carers and maintain effective communication.

Parents/carers:
• feel confident that their children are supported personally, socially, and academically.
• know that their children will receive strategic and personalised support when needed.
• feel welcome in school to discuss their child's progress in a positive atmosphere.

Definitions and principles as referenced in this policy. Please see **Appendix 3** to ensure clarity of policy.



Equity V Equality
Equality is treating everybody the same.
Equality aims to promote fairness but is can only work is everyone starts from the same place and needs the same help.
Equity is giving everyone what they need to achieve success.

QEII provision

QEII is committed to developing a proactive behaviour curriculum through the implementation on universal provision and targeted provision to teach interoception, sensory regulation, self-regulation, emotional literacy, emotional vocabulary, internalised discipline, and rehearsal of skills. QEII focusses on the principle that students may to rehearse these skills numerous times before they are embedded in each learner.

Universal - provision for all Behaviour curriculum	• Total communication present in class including visual timetable and now / next board. • Established class and individual routines. • Class display of pro social behaviour agreement. • Teach pro-social behaviours through pro social activities that illicit pro social feelings. • Create positive relationships. • Staff role-model expectations. • Access whole school ZOR visuals alongside 'What I need' throughout the day. • Facilitate introspection activities and mindfulness activities regularly in the week. • Use of positive phrasing to set expectations.
Targeted	• Predict and prevent anti-social behaviours, progress towards pro-social behaviours – a plan for the majority. • Check if identified behaviour is in the policy and follow the policy guidance. • Record on CPOMS or incident report the impact of policy strategies on behaviour. • Discuss behaviours in behaviour meeting with Pastoral Assistant Head teacher
Targeted plus Early prognosis tool	• Describe behaviour factually and unemotionally. • Gather appropriate, authentic pupil voice. • Gather information from relevant parties including multi-agency colleagues. Through prognosis tool (**Appendix 6**) • Considering why the behaviour has happened • Health and wellbeing. • Context. • Cultural expectations. • Potentially complete Therapeutic tree with (See Appendix 10) taking into account previous work and analysis to date. • Use of collated information to produce Positive behaviour support plan (PBSP – See **Appendix 5**). • Use tracking sheets to proactively implement Assess/plan/Do/Review.
Specialist. Predict / prevent / progress	Complete risk calculator (**See Appendix 9**) Identify protective consequence needed. *For example*: *A child is hitting their peers, their peers are removed to an alternative space / activity and the dysregulated child is not.* Identify educational consequences needed. Identify factors that the child can't cope with and those they can't cope without. Review PBSP. Access ZOR curriculum work or anxiety Gremlins. Maintain regular analysis through assess/ plan / do / review.
Specialist plus	Update all previous documentation to allow comparison for tracking progress and continued areas of need. Educational psychologist consolation. SPOA referral for mental health concerns. Continuing multi-disciplinary approach. Continue analysis with assess / plan / do . review tools.

TYPES OF BEHAVIOUR and responses in school

Behaviour	**Response - These will be tailored to the individual or group as directed by class teacher.**
Prosocial Behaviour Behaviour which builds from positive feelings and allows optimum positive impact for the individual and collective dynamic. E.g. listening, following routines, engaging win proactive strategies to support regulation.	• Acknowledgment through smile, engagement, praise where the student likes this. • Continuing pro social activities and maintaining routines. • Reflections and acknowledgment of positive impact of behaviours for the individual or group. • Regular reminders of class routines. • Regular reminders of behaviour expectations that are good for them, the group and the school**. (Pro social)** • Visual timetable / individual visual timetables / Individual timetable • Clear planning • now and next board / working towards boards/ clear choice this or this / aided language boards / Object of / sensory support plan / oral sensory support plans. • Access to sensory play/ sensory room sessions / Curiosity / fidget toys / Rebound therapy/ Sensory circuits as appropriate. • Bespoke Zones of Regulation / Bucket time / TAC PAC / Massage / 1:1 support / II:1 support if required/ alternative learning space / TEEACH booth. • Social stories to support new or unexpected events or changes to routine.
Unsocial Behaviour Examples Being quiet Solitary play Lone working	• Not enjoying or trying to behave sociably in the company of others, but not to the detriment of others. • Check in with student. • Access ZOR to capture pupil voice if needed and assess emotional state. • If regulated and seeking more solitary play acknowledge this is ok. • Check in with student regularly. • Offer opportunities for social engagement and accept refusal if not wanted.
Difficult unsocial behaviours. Examples Leaving their classroom without permission	**Please be aware, all these behaviours could be a sign of needing help, attention or that they are bored or impatient.** • Access visual / symbol supported reminders of routine. • Use of Now / Next board / clear choice – visually supported or OOR • ZOR check in as to how they feel and what they may need to move to the green zone and be ready for learning. • Conversation checks in if appropriate. • Offer of sensory regulation and or support plan if appropriate.

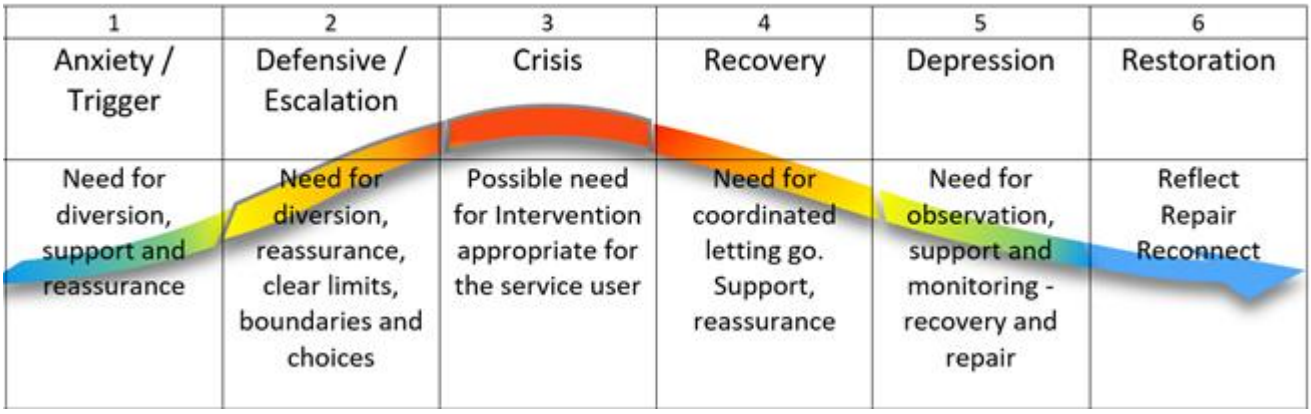
	• Allow time for distraction and re set boundary – e.g., you can colour for 5 minutes then we will look at the lesson. • Clear, concise reminders of expectations. • Use of agreed class scripts to acknowledge need being seen and how this can be met in class. **See appendix 7** • For some pupils. • Make a deal cards – identify a desired item and number of tokens to get this. • Acknowledge prosocial choices with a token. When agreed numbers are collected the identified reward is accessed immediately for an agreed amount of time. • Offer or show 'break' cards and facilitate a break that will support regulation and allow a successful reintegration into the lesson.
Anti-Social 'difficult' behaviours Examples Aggressive shouting/calling out disruptively. Continued interruptions Swearing Answering back, mimicking Name calling. Refusal to carry out an adult's request. Distracting and/or disrupting others' learning by shouting, banging, making noises. Throwing small equipment Damage to property/pushing over furniture	• Use of agreed scripts **See Appendix 7** • Acknowledge there is a problem and offer an alternative of II options of student is not too heightened. E.g. work in the quiet space or talk with named adult. • Use ZOR to acknowledge how they are feeling and IF what they need to feel less angry / frustrated etc. • If appropriate, guide student to alternative space and support to regulate emotionally. • If safer, more effective option: offer alternative working space to individuals or groups if being targeted. E.g. change of location or walk with adult. • Use familiar distractions not related to an actual or perceived demand to reengage in an alternative activity and support regulation and the return to pro social feelings. • Use 'HELP' button to SLT to facilitate additional support and / or distraction. • Use team members to make environment safe by storing / removing throwable items. • Use known distractors and de-escalation techniques to support regulation. • Use change of face, offering a new adult to support pupil. • **When regulated** – Debrief with student, capturing pupil voice and return to lessons. • **Report incident on concern form or CPOMS**. Discuss with class teacher. • Teacher to feedback to parents' behaviour and debrief and return to lessons.
Anti-social 'dangerous' behaviours Examples Spitting (directly at another) Pushing aggressively Scratching	**When behaviours are escalating and may / have become dangerous, seek a Team Teach trained staff member to support, take over.** • **Dynamically risk assess** the situation and put appropriate measures in place to reduce or eliminate risk these may include:

Pinching Hair pulling Hitting Kicking Fighting Biting Punching Throwing furniture Physical or verbal bullying. Leaving the school building Leaving the premises	• Maintain clear, calm communication. Reduce chatter and demands. • Call for assistance in class if needed. • Call for assistance from neighbouring class if needed. • Use 'Help' button on phone to call SLT support. • Use walkie-talkies to communicate with team if in different locations. Channel 1 for SLT. • Use Team Teach blocks or caring C to redirect and guide student away or to safe space. • Remove self and others from circle of danger to a safe location. • Provide space for dysregulated student, do not get too close. • Provide alternative space to run, expel excessive energy such as outside or playground if safe to do so. • Work as a team to reduce possible weapons / projectiles available. • Single person leads interaction / direction. • Use clear concise language of direction e.g. 'Hitting has finished, go outside. Be gentle. • If sensory dysregulation is the cause - offer appropriate alternative/ Deep pressure. Massage. Oral sensory input whilst maintaining self-outside the circle of danger whenever possible. • If student is at risk of harming themselves of others and cannot be distracted a physical intervention may be used, if **necessary, proportionate and reasonable.** **ONLY TO BE USED BY TEAM TEACH TRAINED STAFF FOR THE MINIMUM AMOUNT OF TIME.** **This is a protective consequence. It must be recorded on CPOMS and reported to family before child returns home that day.** • Deescalate with student. Allow time to reduce anti-social feelings, regulate and return to a calm state. • Be patient this may take a long time. • Only when student is regulated, debrief as appropriate to student. Note for some this may be the next day.
Anti-social dangerous behaviours when off site. In the rare circumstances where anti-social behaviour may occur during an offsite trip the agreed responses will be followed. Teachers will dynamically risk assess if pupils are regulated enough and displaying pro-social behaviours before outings. Making alternative arrangements for students if their presentation is deemed too high risk to attend an expected off-site visit. Such arrangements will be made with head of departments, Assistant head teachers of the Head teacher.	• A mobile phone and our identification cards for members of the public should be taken on all out of school activities. • A risk assessment with contact numbers for staff will be registered with the office prior to leaving. • **During incident:** Carry out a dynamic risk assessment – stop and think what action is in the best interests of the pupil, staff and other pupils. • Ensure that an adult is responsible for the remainder of the pupils. • Allocate an adult to deal with the behaviour by supporting the pupil and using de-escalation techniques until he/she is calm enough to re-join the group or be taken to the bus / return to school.

	If there are sufficient staff, two adults should be allocated for this. • If the pupil is in a hazardous place, he/she may need to be transferred to safety. This will need to be undertaken by two adults using appropriate Team-Teach techniques. • Inform school and request additional support if necessary. • The incident should be reported to the Head teacher or senior staff member upon return to School and the normal reporting procedures followed as previously stated. • The Head teacher will inform the parents as agreed following discussion or positive behaviour plan. • Staff should have the opportunity for a de-brief session with a senior member of staff.

Restoration

At QEII we understand that a crisis has 6 stages.



Following a crisis staff will support students to work through stages 4 and 5 using the strategies shared above.

Staff will allow sufficient time to work through these. For extreme crisis, where a student has been flooded with adrenalin, these stages may take considerable time to work through depending on the individual pupil. During stage 4 and 5 it is possible for a student to cycle back into crisis if not supported effectively.

Stage 6 is the restorative phase. This is an essential part of the cycle as it allows pupils to reflect in a safe space about the anti-social feelings they had and the actions this caused as a result. It allows a supportive collaborative process of reflection and restoration that will illicit pro-social feelings and behaviour and make plans for more effective pro social responses to anti-social feelings moving forward.

Debriefing

At QEII our students require adapted versions of debrief to meet their cognitive, social and communicative needs.

Following an incident staff will choose the appropriate debrief scenario, as agreed with the class teacher and capture the pupil's authentic voice when recording the incident.

Option 1	Acknowledgment using ZOR that student is in the green zone / happy / ready to learn and return to planned lessons.

Option II	Informal discussion, recapping how they were feeling and discussing how they feel now. Informal agreement and implementation of next steps that will facilitate a successful return to lessons.
Option 3	A symbol supported debrief board with agreed questions, supported with symbols. **See Appendix 8**
Option 4	Single page simplified debrief board with some symbol and ZOR support. **See Appendix 8**
Option 5	A symbol support debrief board with agreed questions for those impacted by another's behaviour. **See Appendix 8**

Physical intervention

The school follows the most recent DFE guidance on restrictive physical interventions and the advice for head teachers, staff and governing bodies on the use of reasonable force.

The school has identified the following statement of intent: ***The school recognises that the welfare of the child is paramount and the right of every pupil to be protected from harm and seeks to protect all pupils from any form of physical intervention which is unnecessary, inappropriate, excessive and unlawful. However, it is also recognised that on occasions and as a last resort, situations may arise where, to ensure the welfare and protection of children or other adults, staff may need to use physical restraint. Staff will draw on their knowledge and training in Team Teach and use this approach in school***.

Physical restraint must always be in the best interests of the pupil being restrained.

Physical contact exists in school for many reasons, such as, moving and handling pupils safely, for example, supported walking, using a hoist, or intimate care such as toileting. Staff are trained in moving and handling techniques. Techniques may be used to reduce risk when behaviour presents risks either to the pupil or staff, for example, guiding a pupil away from or to an area.

Whilst there is physical contact to enable risk reduction, the moving and handling and Team-Teach approaches negate the use of force and are therefore not considered to be restraint. The school is fully committed to a 'hands off' policy except in extreme situations where pupil or staff safety is seriously compromised.

Many pupils require specialist equipment that has safety straps such as specialist seating for pupils who require physical support, wedges for physiotherapy activities, car seats, toilet adaptations. Such equipment will not be used to control or manage behaviour.

In more serious circumstances, which are extremely rare, Team-Teach techniques may be used as restraint to maintain safety, for example, a violent outburst that is threatening the pupil or others. In the event of such an incident Parents will be informed and the incident will be recorded following the West Sussex County Council Guidelines and on CPOMS. This will also initiate the school's protocol for dealing with challenging behaviour as included in this document or a review of current individual PBSP.

If a Team Teach physical intervention is used, this will be added to a PBSP and be shared with parents/carers.

Suspected criminal behaviour.

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, a member of SMT will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions if it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Staff induction and supporting Staff.

It is recognised that challenging behaviour causes considerable stress to those who are most in contact with it. All staff who work with students at QEII will complete a behaviour induction with the Pastoral Assistant Head teacher. They will be taught the fundamental approaches used in school and given time to read and have a follow up Q & A related to this behaviour policy.

All staff that are employed directly by QEII will be included in ongoing CPD including a two-day Team Teach training alongside existing staff members. A climate of mutual support is essential and will be facilitated by ensuring that members of staff are available for colleagues in a supportive / debriefing role. The adults' role will be to maintain a positive outlook whilst supporting staff and talking through incidents / difficulties. They will not be able to give advice but may recommend a course of action such as further discussion with the headteacher or at a review meeting.

They may also represent a colleague at meetings with the headteacher or senior management team.

All staff will participate in Team-Teach (based on positive behaviour management techniques) training as part of their induction and regular refresher courses and will follow the Team Teach Protocol. The senior management team will arrange for any additional in-service training to help deal with any issues that may arise.

Teachers can make referrals to the behaviour team via email: PBT@qeIIschool.co.uk; or face to face discussion. Who will then meet to discuss the concern with the teacher and put a plan in place.

Supporting Parents

The school is keen to work in close partnership with parents to support them with any behavioural concerns. This is achieved through a variety of ways; consultation with teachers, consultation or referral to the positive behaviour team, via QEII connections, which allow for informal discussion with parents and staff and the sharing of good practice.

The school hosts regular multi-professional meetings to ensure consistency between home and school such as early help, team around the child meetings, CIN (children in need) reviews and ITAC (intensive team around the child) which is designed to support parents and prevent out of county placements.

Parents can access the Pastoral behaviour lead via telephone or email for one off or ongoing consulting related to behaviour.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

• Proportionate

• Considered

• Supportive

• Decided on a case-by-case basis. The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

• Responding to a report

• Carrying out risk assessments, where appropriate, to help determine whether to: Manage the incident internally or refer to early help o Refer to children's social care o Report to the police Please refer to our child protection and safeguarding policy for more information

Appendix 1 **Legal framework**

This policy operates in conjunction with the following school policies:

- Mental Health (SEMH) Policy
- Safeguarding and child protection policy
- Teaching and learning policy
- Online safety policy
- Equality policy
- Moving and handling policy
- Complaints Procedures Policy
- Confiscation and search policy

Planning and managing children's behaviour creates a link between children's mental health and behaviour - see DfE Mental Health and Behaviour in schools March II016 – (Revised November II018) and Transforming Children and Mental Health Provision Green Paper (December II017)

Appendix II Roles and Responsibility

The **governing board** will have overall responsibility for:

- Making a statement of behaviour principles and providing guidance for the head teacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The **head teacher** will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The **senior mental health lead** will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the MH Policy.

The **Pastoral assistant head for Behaviour and communication** will be responsible for:

- Collaborating with the governing board, head teacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- Delivering Team Teach training across the school in conjunction with the Assistant Head Teacher for safeguarding.
- Delivering training across the school for Therapeutic thinking and Zones of Regulation

Teachers will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties, including the production of positive behaviour support plans (PBSP) (see **appendix 4** for example) in collaboration with parents, the Pastoral assistant head and / or primary or secondary assistant head teacher, and, where appropriate, the pupils themselves.

- Implementing and upskilling staff team to use proactive strategies, as identified in universal provision for whole class and PBSP for individuals.
- Aiming to teach all pupils the full curriculum, applicable to their needs, through continuous provision, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full adapted curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Managing disruption to learning for individuals or groups and taking proportionate action to address underlying reasons for disruption and restore pro-social behaviours.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of pro-social behaviour.
- Modelling child centred communication adapted as needed for the group or individual.
- Being aware of pupils who are supported with a PBSP.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Being aware of the signs of behavioural difficulties and agreed responses.
- Setting high expectations for every pupil.
- Keeping the relevant figures of authority up to date with any changes in behaviour. The relevant figures of authority include: Class teacher, head of Key stage, Assistant head teacher of school / college, Pastoral assistant head, head teacher.
- Use agreed methods of reporting as set out in policy.

Students will be responsible for:

- Following school rules and guidelines specific to their needs.
- Becoming increasingly responsible for the school environment and for their own learning and behaviour
- Attending to and to their optimum ability, engaging with behaviour expectations in class.
- Attending to and to their optimum ability, engage with behaviour expectations both inside school and out in the wider community.
- Attending to and to their optimum ability, engage in supportive strategies to manage anti-social feelings and behaviours and promote pro-social feelings and behaviours.
- Indicating or reporting any unacceptable behaviour to a member of staff if able to.

Parents will be responsible for:

- Accepting, contributing and supporting the school's codes of behaviour and therapeutic approach for pupils.
- Supporting their child in adhering to the school rules and reinforcing this at home.
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well

Informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

Appendix 3 **Definitions relating to this policy**

Term	Definition
Pro social behaviour	Relating to behaviour which is positive, helpful, and intended to promote social acceptance.
Pro social feelings	Feelings that are positive for the individual and or group. (See appendix 4)
Unsocial	Not seeking to associate with others but not to the detriment of self or others. Not choosing to behave sociably in the company of others, but not to the detriment of self or others Not doing as instructed or dictated, but not to the detriment of self or others
Anti-social 'difficult' behaviours	Behaviour that is anti-social but not 'dangerous' to self or others.
Anti-social feelings.	Feelings that feel negative for the individual or group those illicit anti-social behaviours. (See Appendix 4)
Anti-social 'dangerous' behaviours	Behaviour that will imminently result in injury to self or others, damage to property or behaviour that could be considered criminal if the person was the age of criminal responsibility such as racist abuse.
Therapeutic thinking	An approach to behaviour that promotes the pro-social feelings of everyone within the dynamic.
TEACCH	(Treatment and Education of Autistic and Communication related handicapped Children) is an evidence-based service, training, and research program for individuals of all ages and skill levels with autism spectrum disorders.
Zones of Regulation	The Zones of Regulation is a curriculum based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour. The curriculum also helps children better understand their emotions, sensory needs and thinking patterns.
Team Teach	An approach to support individuals and organisations in moving beyond behaviour management; using strategies that lower risk, build relationships, minimise physical intervention, and create positive environments.
Working towards boards	An approach with a pupil to identify a sort motivator with agreed steps 1 – 6 to achieve the motivator through functional communication skills, decreasing behaviours that challenge, and increasing independence for over thirty years.
CPOMS	Electronic reporting system for all teachers
Incident report.	Paper reports that are submitted to a member of the DSL team after sharing with teacher.
Crisis	When distress has caused a student to lose complete control of their emotions.
Protective consequences	Protective consequences are necessary measures to manage the risk of harm. Protective consequences may limit freedoms.
Educational consequences	Educational consequences progress the child's understanding and engagement. Where protective consequences are necessary educational consequences should allow the gradual removal of adaptations. **Educational consequences return freedoms**.

Dysregulated	When someone is finding it hard to manage their emotions.
De-escalation	Helping someone to calm down in a safe way
Incident	When something has happened that had a significant level of risk or caused someone to be hurt.
Risk Assessment	Thinking about where there could be a risk and what could be done to reduce or eliminate that risk.
Discrimination	not giving equal respect to an individual based on age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
Harassment	behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
Bullying	repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
Emotional	Emotional Being unfriendly, excluding, tormenting
Physical	Physical Hitting, kicking, pushing, taking another's belongings, any use of
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Prejudice-based and discriminatory. Including: • **Racial** • **Faith-based** • **Gendered (sexist)** • **Homophobic/biphobic** • **Transphobic** • **Disability-based**	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

POLICY PRINCIPLES

Children and young people learn best when they are regulated and understand the reasons for behaving appropriately. The school and college can make a difference to the way in which students behave by analysing behaviour and looking for root causes including feeling and experiences. Staff teach pro-social behaviours and attitudes and choose language that is outcome and resolution focused rather than emotive. Students should be guided to make decisions about the way they behave as early as possible so that they become responsible members of the community and are able to be successful citizens in adult life.

The discipline of the school goes hand in hand with the ethos and the atmosphere created within the school. Self-discipline and a respect for oneself, others and our world form the core of our behaviour policy. At QEII School we have high expectations of children's work and behaviour. These are fostered in a calm, secure, nurturing and caring environment, with a consistent and positive approach, where reflection, praise and encouragement are core principles.

This Behaviour Policy should be the plan for most students at QEII School. It is based on the school commitment to meet the behaviour needs of every individual child in the way that works best for them. Team Teach, Therapeutic Thinking and Zones of Regulation are foundation strategies for our practice. In addition to these, some children may require other approaches and practices including choice, working towards boards, TEACCH approach to name a few. Other pupils may need a Positive behaviour support plan to formalised strategies that are successful for them. Others may need a more flexible approach at times of anxiety or change or in specific circumstances. Positive

Behaviour Support plans will be agreed with the Senior Management team (SMT), families and where appropriate pupils.

We provide pupils with what they need to succeed in their regulation and their learning. We, at QEII, endeavour to create a culture which inspires a love of learning through emotional and social intelligence, developing emotional agency and responsibility of self-discipline, self-regulation, and respect for others, also referenced as internal discipline.

At QEII School, we advocate for each child to receive the resources, experiences, appropriate interventions, and support in their learning to achieve their full potential.

Therapeutic Thinking Key Principles

Therapeutic Thinking is an approach to behaviour that prioritises the prosocial (positive) feelings of everyone within the dynamic. This is based on the principle that:

- Negative experiences create negative feelings. Negative feelings create negative behaviour.
- Positive experiences create positive feelings. Positive feelings create positive behaviour. All children and young people within the dynamic should be given as many positive experiences as possible in order to create more individual positive feelings.

Team Teach principles.

Team Teach Behaviour support provide a holistic approach to supporting behaviour for individuals and organisations working with children and adults, in education, youth care and adult care settings.
Their accredited, award-winning training helps QEII build strong relationships and transform challenging situations into positive outcomes. The focus is on teamwork and communication, to foster supportive working practices and recognise the needs of distressed individuals.
Training ensures there is an understanding that behaviour is driven by feelings, and the impact past experiences can have on emotions. 95 % of all training focuses on de-escalation and intervention strategies you can use to minimise risk and reduce conflict safely and respectfully in your setting. Build individual confidence and expertise so everyone knows how to support behaviour appropriately and consistently. Team Teach supports QEII's shared vision of how to support distressed individuals to create strong, positive relationships between staff and the individuals they support. Team Teach ensures staff are trained in medically risk assessed physical interventions, such as ways to hold or guide someone, to be used only when reasonable, proportionate, and necessary to keep everyone safe.

Zones of Regulation principles

This is a Social Emotional Learning Curriculum and Regulation Program. The program is as an empowering instructional tool to build safe, supportive environments that foster learning and well-being for all.
*Students benefit from***:**
Increased self-awareness and social and emotional skills
A common language for communication, problem solving, and emotional understanding.
More time spent on learning instead of on behaviour management.
A healthier, more inclusive school climate.

Pyramid Behaviour Approach Principles

The Pyramid Approach **emphasizes the "why" of learning and "how" to teach rather than simply "what" to teach**, allowing each learner's program to be individually tailored to meet their learning needs, resulting in progress and increased independence. The foundational elements include functional activities, powerful reinforcement systems, functional communication and social skills and addressing contextually inappropriate behaviour.

Pro-social and anti-social feelings.

Examples of Pro-social feelings	Examples of Anti-social feelings.

Prosocial Feelings

Liked	Loved	Respected
Involved	Included	Comfortable
Motivated	Safe	Encouraged
Able	Brave	Curious
Capable	Valued	Secure
Relaxed	Hopeful	Optimistic
Calm	Trusting	Determined
Tolerant	Needed	Kind
Inquisitive	Happy	Absorbed
Playful	Proud	Enthusiastic
Supported	Wanted	Understood

Antisocial Feelings

Angry	Sad	Alone
Worried	Lonely	Misunderstood
Cautious	Anxious	Embattled
Shamed	Blamed	Criticised
Hopeless	Scared	Withdrawn
Depressed	Fearful	Panicked
Helpless	Hurt	Ashamed
Reluctant	Judged	Powerless
Bored	Useless	Humiliated
Uncertain	Hesitant	Aggressive
Excluded	Unsure	Frustrated

Appendix 5 Example of populated positive behaviour support plan.

Positive Behaviour support plan.

Name: A B	**Date: January II0II4**	**Class: Bubbles**

Review date (minimal of half termly): February II0II4
Approved by: Anastasia O'Donoghue / Alison Mullineux (Pastoral Assistant Head teachers)
Shared with student: Not Applicable
Signed by: Teacher: DEF **Parent**: A B C

Proactive strategies to support pro social feelings and behaviour
Visual timetable / individual visual timetable / Individual timetable planning in own space throughout day / now and next board / aided language boards / Object of / sensory support plan / oral sensory support plans / sensory play/ sensory room sessions / Curiosity / fidget toys / Rebound therapy/ Sensory circuits/ bespoke Zones of Regulation / Bucket time / TAC PAC / Massage / 1:1 support / II:1 support if required/ alternative learning space / TEEACH booth / Social stories/ Sensory bag for outside use / walkie-talkies to support outside adult connecting to class based adult. Alternative clothes for sensory play. Team Teach trained staff available at all times (TT)

Dysregulated difficult behaviour	**Responses**
Snatching toys	Redirect AB with alternative toy. Offer sensory ALB for play and engagement.
Unsettled pacing / jumping	State "AB is jumping. Do you want outside or sensory play (or similar motivator)?" Facilitate in AB's space or away from peer.
1. Hitting with minimal force 2. Hyper fixation on adult	Redirect activity with alternative staff. If targeting staff physically, swap with a colleague in alternative classroom.

Crisis Dangerous behaviours	Responses
3. Hitting with force - peer	Block, using 'Caring C' at elbow to turn and redirect away from peer. (TT) Call staff to support peer. Access alternative space in class if safe or to outside or alternative room (whichever is closer)
4. Hitting with force – adult	Turn head hips and feel to a side angle from AB. Use arms to block, slide back and away from Noah giving space.
5. Biting 6. Pinching	Redirect AB to regulating space: outside / playground.
7. Kicking 8. Hitting with objects	Use 'caring C; at elbow to block and redirect (TT). Turn head, hips and feet and slide back to give maximum space.
9. Throwing objects at people	Remove objects that are safe to do so. Guide others away to safety. Guide AB to space where throwing risk is minimalised such as outside.
10. Scaling perimeter fencing (when outside on playground)	Stay within 3 – 4 meters if AB is near fence. Minimal interaction if AB is not seeking it. If attempting to scale fence use caring C hands on shoulders to push downwards, mindful of force. State "Not available, playground". When down, call on walkie talkie for help immediately. IInd person to monitor and support if required on IInd attempt. Do not crowd AB if not scaling fence.

Post incidents debrief	
Dysregulated behaviour	USe ZOR visuals , modelling by stating zone and simple labelling language Return to class / activity as soon as possible. Praise engagement
Crisis behaviour	Allow time to regulate. Offer appropriate alternative school based activity / praise engagement.

If proportionate and necessary: **Agreed Team Teach Physical interventions**	
Intervention(s): 'Caring C' at elbow to redirect and block. 'Caring C' on shoulder s and redirecting.	Agreed by Team Teach Trainers: Alison Mullineux yes / No Anastasia O'Donoghue yes / No

The behaviour

Unemotional, non-judgemental, factual description, including severity and frequency.

-

Pupil voice

-

Function

Sensory	
Escape or Avoidance	
Attention	
Tangible gain	

Health & wellbeing

Including diagnoses, diagnostic pathways being explored, physiological responses, mental health factors, additional medical needs, barriers etc.

-

Context

Home	School	Community

Cultural relevance

-

Appendix

HELP SCRIPTS

TeamTeach

SUPPORTING AN INDIVIDUAL

Help scripts allow simple messages to be passed without misunderstanding or further heightening a situation.

1. **START WITH THEIR NAME**
   This helps to get their attention
2. **STATE WHAT YOU HAVE NOTICED**
   "I can see something has happened."
3. **SHOW YOU ARE LISTENING**
   "Talk and I'll listen."
4. **GIVE A CLEAR DIRECTION**
   "Let's go and..."

HELP SCRIPTS

TeamTeach

SUPPORTING EACH OTHER

Accepting help involves telling colleagues exactly what they are required to do, so they are clear about what will happen next.

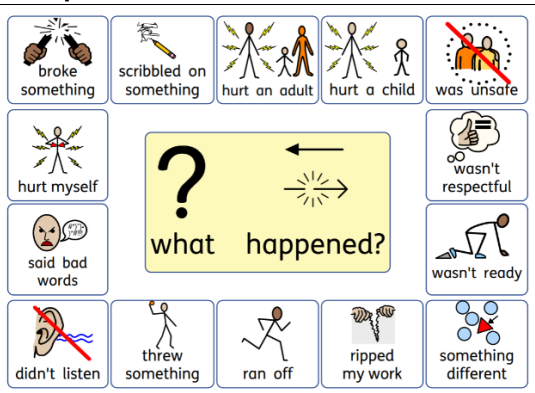
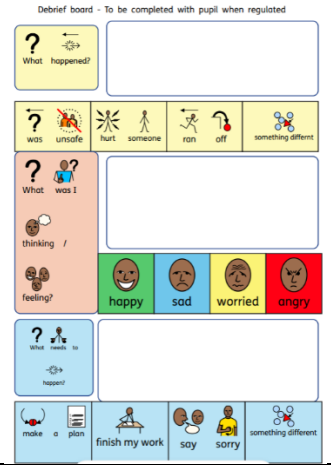
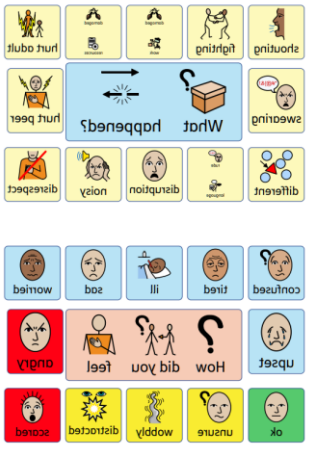
1. **OBSERVE THE SITUATION**
   Do they need assistance?
2. **OFFER HELP**
   "Help is available."
3. **RESPONSE TO HELP**
   "You can help by..."
4. **GIVE A CLEAR DIRECTION**
   Tell them exactly what to do.

HELP SCRIPTS



Appendix 8 Debrief board examples

All originals can be found on school TEAMS – Pastoral and Behaviour: Debrief boards.

Debrief option	Example
3 – multiple page debrief following difficult or dangerous behaviour	
4 single page debrief following difficult or dangerous behaviour	
5 – For individual or class impacted	

Appendix 9

Risk Calculator

Name	
DOB	
Date of Assessment	

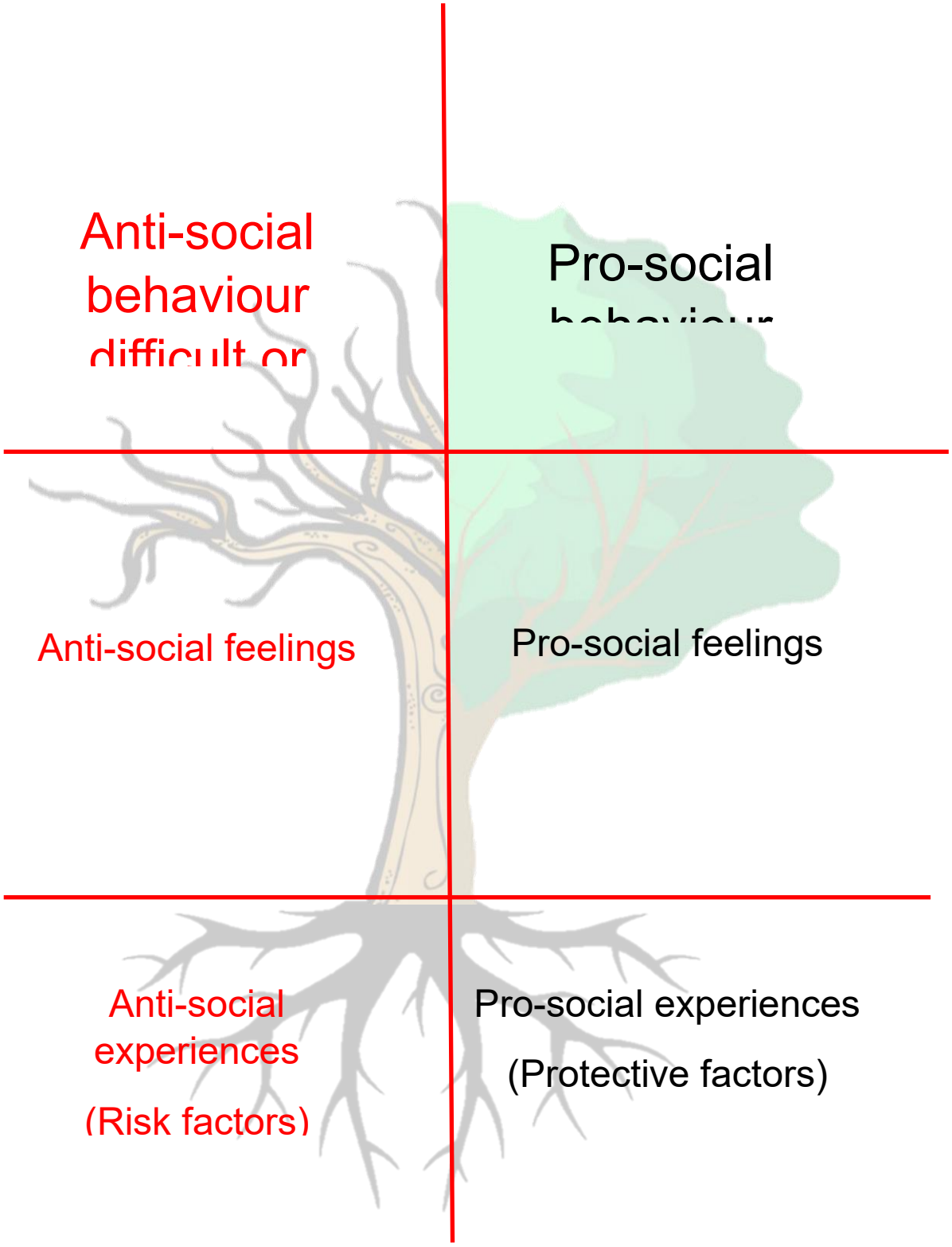
Harm/Behaviour	Opinion Evidenced O/E	Seriousness Of Harm A 1/II/3/4	Probability Of Harm B 1/II/3/4	Severity Risk Score A x B
Harm to self				
Harm to peers				
Harm to staff				
Damage to property				
Harm from disruption				
Criminal offence				
Harm from absconding				

Seriousness	
1	Evidence of upset or disruption.
II	Evidence of needing support internally from our school resources – e.g first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson.
Probability	
1	Incidents were more than a year ago with no identified triggers remaining. There is evidence of historical risk and no evidence of current risk.
II	Incidents occur approximately on a monthly basis. The risk remains relevant.

3	Incidents occur approximately on a weekly basis. The risk is likely to occur again
4	Incidents are daily or constant. The risk is persistent

*Risks which score **6** or more (probability x seriousness) should have strategies listed on the plan*

Appendix 10 Therapeutic tree



Appendix 11 Total communication

QE2 believe a total communication approach ensure that all pupils are supported to develop their 'voice'. To build receptive and expressive and social communication at their optimum capacity. By all children being exposed to this approach it supports our commitment to a fully inclusive community.

QE2 understands that when a pupil is experiencing anti-social emotions, this impacts the effectiveness of their communication skills. By being exposed to multiple routes to communicate each pupils' ability to communicate when dysregulated is maximised.

Some of the methods of communication you will see at QE2 are:

- Intensive interaction
- gesture, body language, facial expression, spatial awareness objects of reference, photographs,
- drawings, symbols, signing written words, vocalisation,
- speech intonation, verbalisation,
- Low tech communication systems

e.g eye pointing, eye gaze boards, Aided language boards (ALB) Communiation books, PECS

- Access to modern technology and high-tech communication systems.

e.g Proloquo2go, Grid maker