

Behaviour Policy



Written by	Harriet Carter	October 2025
Next review due by		October 2026

1. Aims

This policy sets out Earley Springs School's therapeutic and inclusive approach to behaviour regulation. It aims to create a calm, safe and predictable environment where every child can thrive and feel valued. Our priority is to help pupils understand, communicate and regulate their emotions, enabling them to engage meaningfully in learning and in the life of our school.

We recognise that each child's needs and responses are unique. Our approach therefore empowers pupils—through consistent modelling, communication supports and positive relationships—to develop self-regulation, confidence and resilience. All staff, parents and carers share responsibility for fostering a culture in which behaviour is understood as a form of communication, and support is provided with empathy, consistency and respect.

Our practice is holistic and person-centred, reflecting the individual strengths, needs and sensory profiles of each pupil. By identifying triggers and unmet needs early, we are able to promote positive regulation and minimise distress. The policy also defines behaviours of concern, including bullying and discrimination, and acknowledges that some learners may not fully understand the social impact of their actions.

2. Legislative and Statutory Framework

This policy is underpinned by current national guidance and the regulatory framework for independent schools. It is informed by:

- *Behaviour in Schools: Advice for Headteachers and School Staff* (DfE, 2022)
- *Searching, Screening and Confiscation: Advice for Schools* (DfE, 2022)
- *Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies* (DfE, 2024)
- *Keeping Children Safe in Education* (DfE, 2025)
- *Suspension and Permanent Exclusion Guidance* (DfE, 2023)
- *Supporting Pupils with Medical Conditions* (DfE, 2017)
- The *Equality Act 2010* and the *SEND Code of Practice* (2015)

It also fulfils statutory duties under the *Education (Independent School Standards) Regulations 2014*, including:

- **Paragraph 7:** The duty to safeguard and promote the welfare of children.
- **Paragraph 9:** The requirement for a written behaviour policy.
- **Paragraph 10:** The requirement for an anti-bullying strategy.

This policy should be read alongside Earley Springs' Safeguarding and Child Protection Policy, Anti-Bullying Policy, and SEND Policy.

This policy reflects the unique context of Earley Springs School as an independent special school for pupils with communication and interaction needs. Behaviour regulation is underpinned by trauma-informed, sensory-aware, and relational approaches consistent with the

Independent School Standards (Part 3 – Welfare, Health and Safety) and Keeping Children Safe in Education (2025).

3. Key Beliefs and Principles

At Earley Springs, behaviour is understood as a form of communication that reflects an individual's emotional state, sensory experience and ability to self-regulate. Challenging behaviours often indicate unmet needs, anxiety or difficulties with communication rather than deliberate non-compliance. Our task is to interpret the meaning behind the behaviour and to teach pupils safer, more effective ways to express themselves.

We believe that punitive or consequence-driven systems are inappropriate for pupils with significant communication and interaction needs. Instead, we use positive reinforcement, co-regulation and restorative dialogue to help learners build understanding and trust. Staff support pupils to reflect and repair relationships through structured conversation, sensory regulation or supported communication tools.

Every pupil must have access to their preferred communication method—whether spoken language, symbols, AAC, signing or visuals—to ensure they can express their needs safely and effectively. Staff receive training in total-communication approaches, SCERTS, TEACCH and the Zones of Regulation to promote consistency.

Where persistent behaviours of concern occur, Individual Behaviour Support Plans (IBSPs) and Behaviour for Learning Plans (BfLPs) are developed collaboratively with staff, parents and external professionals. These are reviewed regularly to ensure that support remains responsive and effective.

4 Bullying and Behaviours of Concern

Earley Springs School is committed to maintaining a community in which everyone feels respected, valued and safe. Bullying, discrimination and harassment are incompatible with our ethos of kindness and inclusion.

Bullying is defined as the deliberate, repeated use of power to cause harm or distress to another person. It may be physical, verbal, emotional, or take place online. The key features are intentionality, repetition and imbalance of power.

While some pupils at Earley Springs may struggle to recognise the social impact of their actions, all incidents that cause harm or distress will be addressed sensitively, following restorative principles and individualised support. Staff will always consider whether bullying or changes in behaviour indicate wider safeguarding concerns and will follow the procedures set out in our Child Protection and Safeguarding Policy.

Bullying at Earley Springs may take many forms, including physical, verbal, emotional, online, or discriminatory behaviour. We also recognise that some pupils with communication or interaction needs may not intend harm but may engage in behaviour that causes distress. All incidents that

cause harm will be addressed through restorative practice and regulation support, rather than punitive measures. Our staff receive ongoing training to identify, prevent, and respond to bullying, and we promote kindness and respect through our curriculum and daily practice. Any concerns relating to bullying will be recorded on Bromcom and reviewed by the DSL in line with our Safeguarding Policy.

4.1 Bullying

Earley Springs recognises that while bullying is never acceptable, some behaviours of concern may arise as a result of pupils' communication or social interaction differences. These behaviours are addressed with empathy, understanding and appropriate regulation support rather than punishment. We actively promote positive relationships, mutual respect and inclusion through our curriculum, assemblies and daily routines.

Our pupils are taught about respect, fairness and online safety in ways that match their individual communication and learning needs. All staff are vigilant in identifying and recording concerns on Bromcom and will ensure that any reports are managed promptly and sensitively. Bullying concerns are always reviewed by the DSL, and parents or carers are informed as appropriate.

For further information, please refer to the Anti-Bullying Policy.

5. Roles and Responsibilities

5.1 Executive Board

The Executive Board holds strategic responsibility for ensuring that this Behaviour Policy is implemented effectively and in line with statutory requirements. Board members ensure that the school promotes the welfare of all pupils and that behaviour practice reflects the values and ethos of Earley Springs. The Board monitors the impact of this policy through safeguarding and behaviour reports, pupil voice feedback, and data analysis on Bromcom.

The Board also ensures that all staff receive appropriate training in positive behaviour support, and in the safe use of any restrictive physical intervention.

5.2 Headteacher

The Headteacher is responsible for embedding a whole-school culture of emotional safety, regulation and respect. They will:

- Approve and implement this policy and ensure alignment with the school's Safeguarding and SEND policies.
- Ensure the environment, routines and curriculum actively promote positive relationships, communication and self-regulation.
- Provide all new staff with an induction that includes behaviour regulation, safeguarding and total-communication principles.

- Ensure all staff understand each pupil's individual needs, including triggers, sensory profiles, and personalised strategies within Individual Behaviour Support Plans (IBSPs).
- Monitor practice and data recorded on Bromcom to ensure responses are consistent, restorative and equitable across the school.
- Ensure that all staff receive ongoing CPD on trauma-informed and neurodiversity-affirming approaches, positive behaviour support, and the safe use of physical intervention in line with the *Use of Reasonable Force advice for Schools (DfE, 2024)* guidance.
- Liaise with external professionals to review and refine behaviour support where appropriate.

5.3 Teachers and Support Staff

All staff at Earley Springs play a proactive role in creating a calm, structured and nurturing environment. Staff will:

- Model positive communication, empathy and respect in every interaction.
- Establish predictable routines and clear visual supports to help pupils feel secure.
- Implement total-communication approaches, including AAC systems and visual aids, to ensure pupils can express needs safely.
- Use proactive and preventative regulation strategies—adjusting the environment, curriculum and expectations to minimise distress.
- Record incidents of concern accurately and promptly on Bromcom and review patterns regularly to inform ongoing support.
- Collaboratively develop, review and implement IBSPs, Behaviour for Learning Plans (BfLPs), and risk assessments, ensuring consistency across all staff working with the child.
- Engage in daily or weekly debrief sessions to reflect on triggers, progress and successful strategies.
- Participate in regular training and refreshers in approved approaches to ensure safe, consistent practice.

The Senior Leadership Team provides immediate and ongoing support for staff managing challenging situations, ensuring wellbeing, reflective practice and continuous professional growth.

5.4 Parents and Carers

Earley Springs values a strong partnership with parents and carers, recognising that consistency between home and school helps children to regulate and succeed. Parents and carers are encouraged to:

- Familiarise themselves with this policy and discuss it with staff where clarification is needed.

- Share relevant information about any changes in home circumstances, medical needs or routines that may affect a child's behaviour or emotional state.
- Work collaboratively with staff to review and contribute to IBSPs or behaviour support plans.
- Engage in restorative or review meetings when required, maintaining a shared focus on the child's wellbeing and safety.

Earley Springs will communicate openly with parents and carers, celebrate progress, and involve them in developing strategies that build on the child's strengths and promote positive emotional regulation.

5.5 Students

All pupils at Earley Springs are supported to understand and follow the school's shared values—kindness, respect, curiosity and safety—through their preferred method of communication. Each pupil is encouraged to develop self-regulation skills appropriate to their developmental stage, supported by trusted adults who model and scaffold positive behaviour. Pupils' voices are valued and actively sought in reviewing their own progress and in shaping the regulation strategies that work best for them.

6. Curriculum

At Earley Springs, we believe that relationships are the foundation of all learning and behaviour. A safe, calm and trusting environment allows every pupil to develop the confidence and emotional regulation skills needed to succeed. Our approach is grounded in respect, empathy and high expectations, recognising that all behaviour is a form of communication and that every child can learn strategies to express themselves safely and appropriately.

Developing supportive relationships built on mutual respect and trust is fundamental to fostering a culture of emotional safety and high expectations. Staff model kindness, consistency and fairness in all interactions, ensuring that every pupil experiences positive regard, even in moments of dysregulation. Our expectations for staff, pupils and families outlined in Section 5 provide the foundation for this culture and for the development of lifelong self-regulation and co-regulation skills.

We expect our pupils to treat others with kindness and respect, use safe hands and safe words, look after their environment, and engage positively in their learning. Each pupil is supported to meet these expectations in ways that are meaningful and achievable for them. Some children may require additional structure, visual prompts or sensory supports to navigate routines safely. Staff adapt expectations with empathy and flexibility, recognising that consistency of relationship is more effective than uniformity of response.

Behaviour support at Earley Springs operates within a whole-school framework of positive relationships and proactive regulation. The focus is on identifying unmet needs, adjusting the environment, and teaching alternative skills rather than applying sanctions. Predictable routines, clear visual support and emotionally available adults help pupils feel safe and secure.

Transitions between activities are structured with visual and auditory cues, and where appropriate, individualised strategies are used to support pupils who require additional preparation or sensory regulation.

Staff are trained in positive handling, a nationally recognised approach that emphasises proactive de-escalation, non-restrictive strategies and, where absolutely necessary, the safe and proportionate use of physical intervention. Physical intervention is only used as a last resort when a child is at immediate risk of harm to themselves or others. Any use of restrictive practice is risk-assessed, proportionate, recorded on Bromcom, reviewed by the Headteacher and DSL, and reflected upon during class and leadership debriefs. These reviews ensure that staff learning, pupil wellbeing and data analysis drive continuous improvement in practice.

Our Behaviour Regulation Framework operates across three interrelated levels:

- At a *universal level*, pupils benefit from consistent routines, sensory-aware classrooms and predictable relationships with emotionally available adults.
- At a *targeted level*, staff implement personalised regulation strategies, such as movement breaks, access to calm spaces, or visual and verbal co-regulation prompts.
- At a *specialist level*, pupils receive individualised support through an Individual Behaviour Support Plan (IBSP), developed in collaboration with staff, parents and external professionals. Each plan identifies known triggers, proactive and reactive strategies, preferred communication methods, and recovery approaches aligned with the child's Education, Health and Care Plan (EHCP).

Following any incident of dysregulation, staff engage pupils in restorative reflection, using communication methods appropriate to their understanding. This may include reviewing what happened, identifying emotions, and agreeing strategies to support future success. The purpose is always to repair relationships and rebuild trust, ensuring that the child feels safe and understood.

Behaviour data, including patterns of dysregulation, is reviewed regularly through Bromcom logs, reflective team meetings and pupil progress reviews. The Senior Leadership Team monitors this information to ensure consistency, equity and continuous development of practice. Analysis of incidents informs environmental adjustments, staff training priorities and pupil-specific planning.

Through this relational and therapeutic approach, Earley Springs ensures that behaviour regulation is not about control or punishment, but about connection, communication and compassion. Our goal is for every child to feel safe, valued and empowered to engage fully in their learning and community life—where positive behaviour is taught, modelled and celebrated across every aspect of school life.

6.1 Mobile Phones

To maintain a calm, safe and focused learning environment, students are generally not permitted to bring mobile phones or personal electronic devices into school.

Exceptions may be made by the Headteacher on an individual basis where a phone supports independent travel, regulation, or communication/medical needs. In these cases, the device must be handed to staff on arrival for secure storage and returned at the end of the day.

Earley Springs will always consider reasonable adjustments for pupils with SEND where use of a device forms part of an agreed regulation or communication strategy. Parents or carers will be consulted, and written permission will be required. The school cannot accept responsibility for any loss or damage to personal devices.

7.1 Classroom Management Strategies

At Earley Springs, effective behaviour support is rooted in proactive strategies, predictable environments, and positive relationships. Staff model calm, respectful and consistent behaviour, using a trauma-informed, relational approach to reduce anxiety and build trust.

Earley Springs School uses an accredited positive handling programme consistent with Department for Education guidance on reasonable force (2024). Physical intervention is only used as a last resort, when there is an immediate risk of harm to a pupil or others. De-escalation, sensory regulation, and trauma-informed approaches are prioritised to prevent crisis, reduce anxiety, and promote emotional regulation.

7.2 Proactive and Preventative Strategies

Our classrooms are structured around proactive, sensory-aware practices that enable pupils to succeed. Staff use clear communication, visual schedules, and predictable routines to reduce uncertainty. A calm, organised environment helps all learners understand expectations and feel safe.

Proactive behaviour support includes:

- Consistent and visual communication using AAC and visual timetables.
- Strong, trusting relationships between staff and pupils.
- Personalised regulation strategies based on sensory and communication needs.
- Adaptation of activities, transitions and physical spaces to minimise triggers.
- Reinforcement of positive choices through meaningful praise and feedback.
- Early intervention when signs of dysregulation are observed.

Positive behaviour is explicitly taught and celebrated. Reinforcement is always genuine, immediate, and related to specific behaviours (e.g. “I like how you used your words to ask for help”). Recognition may include certificates, class celebrations, home communication or increased privileges. Rewards are never withdrawn once earned, as their purpose is to reinforce success, not control behaviour.

7.3 Understanding Communication and Regulation Needs

We recognise that all behaviour communicates a message. Many of our pupils experience difficulties with communication, processing, or sensory integration, which can affect their ability to regulate emotions.

Staff use structured approaches, such as Zones of Regulation, TEACCH, and sensory integration strategies, to help pupils identify and manage their feelings. Each classroom is equipped with appropriate sensory tools and calm spaces. Visual support and processing time are integral to all teaching practice.

Staff consider:

- Communication differences (verbal, non-verbal and symbolic).
- Sensory sensitivities (over- or under-responsiveness).
- Processing time and the need for clear, structured instructions.
- Emotional understanding and self-awareness.
- The impact of unpredictability or transitions on pupil regulation.

8. Mental Health, Wellbeing and Emotional Regulation

Earley Springs recognises the close connection between emotional wellbeing and behaviour. Our approach promotes a culture of care, understanding and psychological safety, ensuring that all pupils have access to appropriate support for mental health and self-regulation.

Staff use a trauma-informed and regulation-based approach, recognising that distressed behaviour often communicates unmet need. Strategies include the use of co-regulation, sensory breaks, and proactive environmental adjustments.

8.1 Whole-School Mental Health Approach

Mental health awareness is embedded throughout the curriculum and daily practice. All staff receive regular training on mental health, stress, trauma and anxiety, enabling them to recognise early signs of distress and respond sensitively.

Universal wellbeing support includes:

- Promotion of the Six Ways to Wellbeing.
- Autism-friendly, low-arousal environments based on TEACCH principles.
- Positive reinforcement of resilience, effort and social connection.
- Integration of wellbeing themes across the curriculum.
- Access to structured regulation breaks and calm areas.

Staff are encouraged to model healthy coping strategies and emotional literacy, supporting pupils to recognise and manage their feelings.

8.2 Incident Debriefing and Reflective Practice

After any incident of dysregulation or physical intervention, debriefing is a vital process for learning and recovery. The purpose of debriefing is to rebuild trust, restore relationships and reduce the likelihood of recurrence.

All unplanned restrictive interventions and a representative sample of other significant incidents are debriefed by the class team and Behaviour Lead or Headteacher. Where appropriate, pupils are involved in a developmentally appropriate reflection process to help them understand what happened and how to respond differently in the future.

Debriefing outcomes are used to:

- Identify triggers and refine support strategies.
- Support staff wellbeing and reflective practice.
- Inform updates to IBSPs and risk assessments.
- Promote a consistent, restorative culture.

All incidents are recorded on Bromcom within 24 hours and reviewed by the Behaviour Lead and SLT. Patterns and trends are monitored termly to inform training and environmental adjustments.

8.3 Individual Behaviour Support Plans (IBSPs) and Risk Assessments

Where pupils display behaviour that places themselves or others at risk, an IBSP and risk assessment are developed collaboratively with staff, parents, and professionals.

Each plan includes:

- A clear description of the behaviour(s) of concern.
- Identified triggers, functions and early warning signs.
- Proactive and reactive strategies that are positive, safe and proportionate.
- Reinforcement methods for replacement behaviours.
- Procedures for crisis management and recovery.

Plans are reviewed termly or sooner following any significant incident. They are living documents, evolving as the child's needs and skills change.

8.4. Consequences and Restorative Approaches

Earley Springs does not use punitive sanctions. Instead, we focus on natural and logical consequences that help pupils understand cause and effect in a safe and supported way.

For example, if a child damages equipment, they may help repair or tidy the area; if a peer is hurt, they may participate in a restorative conversation to rebuild trust. All responses are proportionate, respectful and aimed at teaching, not punishing.

Staff continuously reflect on their practice, seeking to understand what the behaviour communicates and how the environment or approach can be adjusted. Reflection and professional dialogue are central to improving support for each child.

9. Responding to Behaviour from Students with SEND

At Earley Springs, we recognise that all behaviour is a form of communication and that many of our students' actions are influenced by their individual learning profiles, communication differences, sensory needs, and emotional regulation abilities.

We are committed to meeting our legal duties under the Equality Act 2010, the Children and Families Act 2014, and the Special Educational Needs and Disability (SEND) Code of Practice (2015). These duties require us to:

- Make reasonable adjustments to avoid substantial disadvantage to pupils with disabilities.
- Use our best endeavours to meet the needs of pupils with SEND.
- Implement and review the provision detailed in each pupil's Education, Health and Care Plan (EHCP).

9.1 Anticipating and Preventing Behavioural Difficulties

We take a proactive approach to behaviour by identifying and addressing potential triggers before they occur. Staff use data from Bromcom, observations, and IBSPs to adapt the environment and reduce stress factors.

Examples include:

- Short, structured movement or sensory breaks.
- Individualised timetables and visual supports.
- Adjusted expectations and flexible teaching approaches.
- Access to quiet or low-arousal spaces when required.
- Additional training for staff in specific regulation or intervention strategies.

These measures are designed to reduce anxiety, promote engagement, and support each child's self-regulation and emotional development.

9.2 Identifying and Responding to Unrecognised Needs

Where behaviour causes concern, staff will consider whether the behaviour may indicate an underlying or unmet need rather than deliberate misbehaviour. The Behaviour Lead and SENCo will work collaboratively to review information, adapt support plans, and, if necessary, seek advice from external professionals.

Where appropriate, Earley Springs will work with the Local Authority and other agencies to review or update an EHCP or to request additional assessment. Parents and carers are fully

involved in this process to ensure a shared understanding of the child's needs and consistent strategies across home and school.

10. Supporting Pupils Following Incidents or Suspensions

At Earley Springs, the focus following any significant behaviour incident, suspension, or period of dysregulation is on restoration, reflection, and reintegration, not punishment. Our aim is always to help pupils understand their behaviour, rebuild trust, and return to learning feeling supported and safe.

Where a pupil's needs are complex or severe, additional support may be sought from the Local Authority and relevant external professionals to ensure that provision remains appropriate. If it is determined that the school can no longer meet a pupil's needs safely or effectively, an early annual review of the Education, Health and Care Plan (EHCP) will be initiated in consultation with parents and professionals.

10.1 Reintegration Support

When a pupil returns to school following a suspension or period of exclusion from learning:

- A reintegration meeting will be held with parents/carers and relevant staff, unless this is not in the child's best interests.
- The pupil will receive regular check-ins from a trusted adult to monitor wellbeing and engagement.
- Adjustments may be made to support regulation, such as access to sensory breaks, reduced timetables, or gradual reintroduction to group learning.
- The pupil's Individual Behaviour Support Plan (IBSP) and Risk Assessment will be reviewed and updated as necessary.

Our reintegration process is designed to promote success, rebuild relationships, and ensure that the pupil feels emotionally ready to re-engage with learning.

11. Transitions and Continuity of Support

11.1 Inducting New Pupils

We recognise that transitions can be challenging, especially for pupils with communication or sensory needs. Each new pupil receives a tailored induction programme to help them become familiar with staff, peers, routines, and the environment.

This may include:

- Gradual visits and visual introductions to classrooms and key staff.
- Access to transition booklets or photo schedules.
- Pre-placement meetings with parents/carers and relevant professionals to share information about the pupil's needs and preferred strategies.

11.2 Supporting Internal and External Transitions

When pupils move between classes or prepare to leave Earley Springs, we ensure that transitions are carefully planned and supported. Transition meetings are held between current and receiving staff to share key information, including:

- Communication profiles and sensory needs.
- Behaviour support strategies and triggers.
- Current IBSPs, risk assessments, and EHCP targets.

For older pupils preparing for onward transition, we work closely with the next provider and the Local Authority to ensure continuity of support and that all relevant information is shared securely and promptly.

12. Recording and Reporting Serious Incidents

At Earley Springs, the accurate and timely recording of behavioural incidents is essential to maintaining a safe, consistent, and transparent culture across the school.

A Serious Incident is defined as any event that results in, or poses a risk of, significant harm to a pupil, member of staff, or visitor.

This includes (but is not limited to):

- Incidents requiring physical intervention or resulting in injury to a pupil or staff member.
- Behaviour that necessitates first aid or medical attention.
- Any incident requiring the involvement of external agencies such as police, medical services, or social care.
- Incidents involving racist, sexual, or discriminatory behaviour.
- Bullying, including cyberbullying and peer-on-peer abuse.
- Significant damage to property or behaviour that causes major disruption to learning.
- Episodes placing a pupil or others at risk, including absconding or “near-miss” events.

All Serious Incidents must be recorded promptly on Bromcom, using the designated *Serious Incident Report*. An immediate verbal report should also be made to a member of the Senior Leadership Team.

The Behaviour Lead and Headteacher will review all Serious Incidents to ensure that responses are proportionate, appropriate, and consistent with the principles of this policy.

Incidents are analysed regularly to identify patterns, monitor the effectiveness of interventions, and inform updates to Individual Behaviour Support Plans (IBSPs) and risk assessments.

For lower-level or non-serious incidents (such as minor non-compliance or classroom disruption), staff will record behaviour using standard classroom monitoring systems.

Where staff or pupils sustain any injury during an incident, this must also be documented using the “Accident” section within Bromcom, and follow-up medical and first-aid records will be completed in line with school procedures.

Where an incident involves physical intervention resulting in injury or concern, the Headteacher will consult with the Local Authority Designated Officer (LADO – Kent 03000 410888) and, if relevant, the child's social worker

Parents and carers will be notified of serious incidents or injuries as soon as possible, either by telephone or face-to-face communication from the class teacher or a senior leader.

The detailed operational criteria and step-by-step reporting procedures for staff are set out in the Earley Springs Staff Handbook and Behaviour Recording Protocol.

13. Staff Training and Professional Development

A highly trained and supported staff team is essential to maintaining a positive and safe learning environment. All staff at Earley Springs receive training that ensures they understand how to support pupils' communication, self-regulation, and wellbeing.

13.1 Induction and Core Training

All new staff receive behaviour and safeguarding training during induction, including:

- The principles of positive behaviour support.
- Functional assessment and understanding behaviour as communication.
- Proactive and preventative strategies to reduce dysregulation.
- Team collaboration, reflection, and wellbeing support.
- The impact of SEND, trauma, and mental health on behaviour.

13.2 Ongoing and Specialist Training

All staff complete annual refresher training during INSET days, focused on:

- Updated best practice in relational, trauma-informed approaches.
- Understanding sensory regulation and communication differences.
- The link between wellbeing and learning behaviour.

Training:

Positive Handling and De-escalation Training

All staff are trained in an accredited positive handling programme approved by the Department for Education. This training emphasises de-escalation, proactive regulation, and the safe, proportionate use of reasonable force only as a last resort.

- Core 12-hour initial training for all staff.
- 6-hour refresher every two years, or sooner if risk assessments indicate.
- Additional modules on trauma-informed practice, sensory regulation, and reflective debrief.

Specialist Training:

Further professional learning is offered in areas such as:

- Autism and neurodiversity.
- Multiple and complex disabilities (PMLD/MDVI).
- Attachment and trauma.
- Mental health and wellbeing.

13.3 Staff Support and Reflection

We prioritise staff wellbeing and reflective practice through:

- Daily class team check-ins.
- Scheduled debriefs after significant incidents.
- Access to supervision and coaching from senior leaders or the Behaviour Lead.

These systems ensure staff feel confident, supported, and consistent in applying the school's ethos.

The Headteacher reports positive handling training compliance to the Executive Board each term.

14. Monitoring, Review and Evaluation

Earley Springs continuously monitors the implementation and impact of this policy to ensure fairness, consistency, and effectiveness.

14.1 Behaviour Data and Analysis

Behavioural data is recorded on Bromcom and analysed regularly by the Behaviour Lead and Senior Leadership Team.

Analysis includes:

- Frequency and type of incidents.
- Attendance, exclusions, and use of regulation or reflection spaces.
- Serious incidents and any use of physical intervention.
- Trends over time, by group, and across different settings.
- Disparities between pupil groups (including those with protected characteristics).

Findings are shared with the Executive Board to ensure accountability and inform improvement planning. Where trends suggest inequality or disproportionate response, the school will review practice to ensure compliance with the Equality Act 2010.

14.2 Stakeholder Feedback

Anonymous surveys, pupil voice discussions, and parent/carer consultations are used to gather feedback about the school's behaviour culture. The Leadership Team uses this feedback to inform staff training, policy refinement, and curriculum design.

14.3 Policy Review

This policy is reviewed annually, or sooner if national guidance changes, by the Headteacher and Executive Board. It will be updated to reflect developments in practice, and statutory expectations under KCSIE and ISS.

15. Monitoring This Policy

This policy is monitored regularly through analysis of behaviour data and feedback from staff, pupils, and parents. It will be formally reviewed at least annually, or sooner if required following updates to statutory guidance or significant changes in school practice.

The Headteacher and Behaviour Team will lead the review process, and the updated policy will be approved by the Executive Board to ensure compliance with the Independent School Standards and Keeping Children Safe in Education.

The Executive Board's Safeguarding Link Lead reviews all incidents involving restrictive practice each term and reports findings to the Proprietor to ensure accountability, transparency, and continuous improvement in behaviour management.

NB: The Proprietor (Earley Springs Ltd) retains ultimate responsibility for compliance with the Independent School Standards and delegates day-to-day management to the Headteacher, under the oversight of an independent Executive Board.

INDIVIDUAL BEHAVIOUR SUPPORT PLAN & Risk Assessment

Aim of Plan: To reduce the frequency/ severity of behaviours described below and provide a safe course of action for all concerned in the event of challenging behaviour occurring.

Name:	DOB:	Class:	Year Group:
Date:	ATTENDANCE:	External Agencies:	Child in Care:

Positive attributes and strengths:

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A clear description of the behaviour(s) of concern.	Identified triggers, functions and early warning signs.	Proactive and reactive strategies that are positive, safe and proportionate.	Proactive and reactive strategies that are positive, safe and proportionate.	Procedures for crisis management and recovery.
Describe what the behaviour looks like — not why it happens. Use observable, measurable terms and avoid emotional	Identify what <i>triggers</i> or <i>influences</i> this behaviour — e.g. sensory, communication, environment, demands, or emotional states.	Difficulty processing verbal instructions. High noise or visual stimulation. Limited understanding of time or task expectations.	What <i>skills</i> will be taught so the child learns a safer, more appropriate way to meet their need.	Step-by-step guide for what to do if the child becomes dysregulated. Emphasis on de-escalation, safety, and calm communication.

judgement.				
<i>When asked to stop a preferred activity and transition to a new task, Sam may shout loudly, drop to the floor, or attempt to leave the classroom.</i>	<i>Difficulty processing verbal instructions. High noise or visual stimulation. Limited understanding of time or task expectations.</i>	<i>Provide a calm start to the day using sensory activities. Allow breaks in the regulation area after tasks requiring high concentration. Use consistent routines and trusted adults. Reinforce success immediately with specific praise ("You waited – that was great patience."). Check-in for emotional state using the Zones of Regulation check-in board.</i>	<i>Teach Ella to say "too noisy" or use a red card to request headphones. Practise tolerance of small changes using social stories.</i>	<i>Reduce demands immediately. Use co-regulation (deep breathing together, calm voice). Reassure with clear statements ("You are safe; I can help you."). Do not block exit routes unless safety requires it. Call for additional adult support if escalation continues</i>

How will progress be recorded?	Frequency Chart	STAR Chart	Other
Please indicate which chart will be used			e.g Traffic light recording

Written by:

Monitored by:

Signature of Parent/Carer: _____ Date: _____

	Date:	Number of Serious Incidents (Behaviour Watch)	Discussion <i>Comment on any patterns e.g does the behaviour occur more frequently on a particular day/time of day? Is a particular lesson a trigger? Is the pupil hungry? How is the individual's behaviour impact upon their learning and the learning of others?</i>	What action will be taken: <i>Will the timetable become more personalised? I.e shorten access to lessons pupil finds particularly difficult, use of motivators/rewards. What proactive strategies will be used/changed adapted? What advice will be sought?</i>
End of previous cycle (if applicable)				
2 week review				
4 week review				
8 week review				
End review				

Class:

S - Setting What was the context of the activity prior to the incident?	T - Trigger What events led up to the incident?	A - Action What happened?	R - Result What happened as a consequence? How did the pupil react? How did the rest of the group react?	Signature and Date

Name:

[illegible]

