



ABINGDON
HOUSE SCHOOL

Behaviour Support Policy and Procedures

Responsible Person: Assistant Head

Last Review Date: September 2026

Next Review Date: September 2027

In all AHS policies, unless the specific context requires otherwise, the word “parent” imports the meaning parent, guardian, carer, or any other person in whom is vested the legal duties and responsibilities of a child’s primary caregiver.

If you require a copy of this document in large print, braille, or audio format, please contact AHS’s Main Office.

AHS employs the services of the following consulting companies to ensure compliance is met and best practice is implemented:

Peninsula HR Online
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Introduction

Abingdon House School is owned and operated by Cavendish Education, the Proprietary Body also known as the Governing Body. Any reference to Governors means any Director of Cavendish Education.

This policy document is one of a series of AHS policies that, taken together, are designed to form a comprehensive formal Statement of AHS's aspiration to provide an outstanding education for each and every one of its students, and of the mechanisms and procedures being put into place to achieve this. Accordingly, this policy needs to be read alongside all of our policies in order to get the full picture, and should be read in conjunction with the **Equality Policy**, the **Health and Safety Policy**, the **Promoting British Values Policy**, the **Searching, Screening and Confiscation Policy** and the **Safeguarding Children & Child Protection Policy** in particular. All of these policies have been written, not simply to meet statutory and other requirements, but to evidence the work that the whole School is undertaking to ensure the implementation of its core values, our '4 Cs':

Character
Creativity
Confidence
Competence

1. Aims

This policy aims to:

- Outline the positive behaviour support approaches at AHS.
- Provide a consistent approach to behaviour support.
- Define what we consider to be unacceptable behaviour.
- Outline the behaviour support systems within the school and give guidelines to ensure that they are consistently followed by all staff.
- Outline the approach and application of physical interventions.
- Outline staff and volunteers' understanding of their responsibilities in preventing, addressing, and intervening with regard to incidents of (or alleged) bullying, including cyber bullying, in accordance with government guidelines.

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools.
- Searching, screening and confiscation at school.
- The Equality Act 2010.

- Misuse of Drugs Act 1971.
- Use of reasonable force in schools.
- Supporting pupils with medical conditions at school.

It is also based on the Special Educational Needs and Disability (SEND) code of practice.

In addition, this policy is based on Schedule 1 of the Education (Independent School Standards) Regulations 2014: paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.

3. Bullying

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

Bullying is:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Racial	Racial taunts, graffiti, gestures.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, or gaming sites.

We do not accept bullying in any form and we investigate and deal with all reports or complaints swiftly and appropriately. Incidents of bullying are recorded as soon as possible in the Serious Incident Log which is signed off by a member of the SLT. All concerns about bullying are taken seriously and are addressed in accordance with the school's Anti-Bullying Policy.

We do not accept racism in any form and we investigate and deal with all such reports or complaints swiftly and appropriately. Incidents of racism are recorded as soon as possible in the Serious Incident Log which is signed off by a member of the SLT.

3.1 Bullying and Counter-Connecting

Abingdon House School recognises that bullying can and does take place, including within specialist settings. Pupils with SEND may be particularly vulnerable to bullying and may also experience and interpret social interactions differently. However, we recognise that not all negative or harmful interactions between pupils constitute bullying. This is particularly relevant in a specialist setting, where differences in social communication, emotional regulation, social understanding and awareness of boundaries can affect how interactions develop.

Research from the University of Oxford has introduced the term 'counter-connecting' to describe situations where a pupil is attempting to connect with another person, but does not yet have the skills or understanding to do so successfully. The interaction can therefore have a negative or harmful impact on another pupil, despite there not necessarily being an intention to cause harm. It has been described as "connecting gone wrong".

At AHS, counter-connecting might include:

- repeated attempts to gain another pupil's attention that become intrusive or upsetting;
- inappropriate teasing, joking or physical contact intended as an attempt to connect;
- continuing to approach, follow or interact with someone who is showing that they want the interaction to stop;
- provoking another pupil as a way of seeking interaction, stimulation or regulation;
- difficulty recognising the impact of words or actions on another person.

Counter-connecting does not excuse harmful behaviour. The pupil experiencing the negative impact must be supported and protected, while the pupil displaying the behaviour should be helped to understand its impact and develop more appropriate ways of communicating, connecting and regulating.

Staff will consider the impact, context, pattern and intent of behaviour when determining whether an incident constitutes bullying or is better understood as counter-connecting. Where behaviour meets the school's definition of bullying, it will be addressed under the Anti-Bullying Policy. Where it is identified as counter-connecting, staff will respond through AHS's Positive Behaviour Support and trauma-informed approaches, while maintaining clear expectations for safe and respectful behaviour.

4. Definitions of challenging behaviour at AHS

There is generally always a reason for behaviour: it can be an attempt to communicate, or a way of coping with a particular situation.

Some behaviour displayed by young people at Abingdon House School may be described as 'challenging'. Challenging behaviour can be defined as:

‘...behaviour of such intensity, frequency or duration that the physical safety of the person concerned or other people is at serious risk, or the behaviour results in the person only having limited or no access to ordinary community facilities.’ Emerson, Eric (2001).

Behaviours that may present challenges include those with the potential to cause harm. However, other behaviours, including those related to disengagement, demand avoidance, withdrawal from interaction, repetitive routines, or questioning can often challenge staff and services as much as the more obviously physically challenging behaviours.

A variety of factors may influence a person’s behaviour and contribute to incidents of challenging behaviours.

It is the staff’s responsibility to define challenging behaviours by identifying the following:

- Behaviours that are most affecting a student’s quality of life.
- How much the student’s access to the curriculum is affected.
- Which behaviours staff and other students find most challenging.

However, not all behaviours need changing. We need to be tolerant of differences and not interpret all behaviours as requiring change. Some behaviours are coping strategies or part of a student’s needs and / or personality and should not be interpreted otherwise.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this Behaviour Policy’s effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this Behaviour Policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure that rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of pupils.
- Recording behaviour incidents

- Attending regular (at least annual) training sessions to support and develop their behaviour management practice

The Senior Leadership Team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

6. Positive Behaviour Support, Trauma-Informed Practice and AHS Standards of Behaviour

Abingdon House School has high aspirations and expectations for student behaviour. In order to fulfil these, AHS follows a Positive Behaviour Support (PBS) approach alongside a trauma-informed approach to understanding and responding to behaviour.

Positive Behaviour Support is an evidence-informed, values-based framework which seeks to understand behaviour in the context of a person's needs, experiences, relationships and environment. Bild, which leads the UK Positive Behaviour Support Alliance, describes PBS as recognising that behaviour is a form of communication and that behaviours of concern may indicate that something is not working well for the individual. PBS focuses on creating supportive environments, preventing difficulties, teaching appropriate skills and improving quality of life.

At AHS, we use a trauma-informed approach to help us understand behaviour and Positive Behaviour Support to respond to and support behaviour. We recognise that students may have experienced adversity, trauma or other experiences which can affect their sense of safety, relationships, emotional regulation and ability to engage with their environment. Trauma-informed practice encourages staff to recognise the potential impact of these experiences and to consider what a student may be communicating through their behaviour. The UK Government's working definition of trauma-informed practice emphasises understanding the impact of trauma and actively seeking to prevent re-traumatisation.

A trauma-informed approach does not mean that inappropriate or unsafe behaviour is ignored, excused or accepted. Instead, it means that staff seek to understand behaviour in context and respond in a way that maintains high expectations alongside high levels of support and accountability. Staff consider the student's individual needs, the environment, relationships, communication and any potential triggers or barriers when planning how best to prevent difficulties and support positive behaviour.

Our approach prioritises prevention, co-regulation, positive relationships, consistency, predictability and the teaching of appropriate behaviours and skills. Where behaviour presents a concern, staff seek to understand its function and identify proactive strategies that reduce the likelihood of it occurring again. This may include adapting the environment,

reducing barriers to engagement, explicitly teaching expectations, providing appropriate regulation support, strengthening relationships and reinforcing positive behaviour.

At AHS, understanding behaviour and maintaining expectations are not competing approaches. We believe students are best supported when adults maintain clear and consistent boundaries while also seeking to understand the needs underlying behaviour and providing the support and teaching necessary for students to meet expectations.

At Abingdon House School, we expect our students to display our core values: **character, confidence, competence, and creativity**. In order to do so, we have behaviour expectations outlined in our school rules. The school rules are displayed in every classroom and are as follows:

- Be respectful of teachers, classmates, and property.
- Listen to your teachers and classmates, and follow instructions.
- Be kind and polite to others.
- Be safe.
- Try your best.

In addition, the following items are prohibited from school:

- Knives, weapons, alcohol, illegal drugs, tobacco, cigarette papers, fireworks, lighters, pornographic images.
- Any article that staff reasonably suspect has been or is likely to be used to commit an offence, cause personal injury, or cause damage to property.

7. Overview of school-wide positive behaviour strategies

7.1 Praise and rewards

The school rules are displayed in every learning environment and referred to throughout the day. The rules cover behaviour expectations and are clearly and consistently communicated by staff to all students. Students are rewarded and praised for following the school rules.

Every Monday, each class has morning form / circle time when expected behaviour is discussed in relation to students' individual needs, targets, and abilities. During this time, students are also encouraged to think of the rewards they would like to work towards to empower them to take ownership of their behaviour and how it is rewarded.

There is a clear progression between Prep School and Senior School reward systems, ranging from more frequent and concrete in Prep School to delayed and intrinsic in later phases of education. Students are given specific teaching on the changes to the behaviour system when transitioning from Prep to Senior and when joining the school at any stage.

The Pastoral Lead joins class and therapy meetings once a month to oversee strategies and support staff with analyses of behaviour. This ensures that behaviour strategies are being used in line with therapeutic interventions and with an awareness of students' mental health.

Prep School Reward Systems

Children who present expected behaviours by following the school rules and demonstrating the school values receive Dojo points. Dojos are given to students as soon as these behaviours are noticed and can be given at any point throughout the school day. Dojos are only ever given for positive behaviours. Dojos are collected throughout the week and recognised during Friday assemblies. Dojos are tracked through the ClassDojo website.

Each student receives 15 minutes of Golden Time at the end of each day, with a longer Golden Time on Fridays. Students participate in rewarding activities during this time, with the activity chosen based on each student's individual preferences and motivations. Golden Time activities may include watching a movie, playing games with friends or listening to music.

Certificates are an additional reward that can be awarded to children in the Prep School. A 'Most Dojos' certificate is handed out in each class at the end of the week to the child who earned the most Dojos for that week's Dojo theme. A 'Star of the Week' certificate is also awarded in every class to the child who performed above and beyond in a certain area that week.

Commendations and Head Teachers Awards are additional rewards that can be awarded to students. These are more difficult to earn than Dojos and reflect consistency in behaviour and effort.

Commendations can be given for:

- Outstanding effort in class.
- Outstanding behaviour.
- Supporting other students.
- Supporting members of staff.
- Being a role model for other members of the AHS community.

Commendations are logged via ClassDojo and can be given out by any member of the teaching staff.

Each commendation leads to students getting their name put into a draw at the end of each half term. Ten names are pulled out of the draw at the end of the half term and those students receive a small gift.

Head Teacher's Awards can be awarded for:

- Consistent outstanding effort in class over a period of lessons
- Consistent outstanding behaviour over a period of time
- Significant and consistent support of other students or staff
- Outstanding contributions to the AHS community

Head Teacher's Awards are logged via ClassDojo and can be given out by any member of the teaching staff.

Students receiving a Headteacher's Award receive a £5 gift voucher and are taken by the Headteacher to have a hot chocolate (or equivalent).

Senior School Reward Systems

Children who present expected behaviours by following the school rules receive credits. As the expectations of children are greater in the Senior School, children can earn up to 5 credits per lesson (see Appendices 2 and 3).

Credits are recorded in individual credit books throughout the week and can be traded for rewards every Friday.

Friday's rewards will be decided by the teacher with students' input and will change weekly to keep students motivated. Rewards may include games, visits to the local cafe or park, and class parties.

Commendations are an additional reward that can be awarded to students. Commendations are more difficult to earn than credits, and reflect that Senior School students should consistently be behaving in a more mature manner.

Commendations can be given for:

- Outstanding effort in class (over a period of lessons).
- Outstanding behaviour (over a period of lessons).
- Supporting other students.
- Supporting members of staff.
- Being a role model for other members of the AHS community.
- Other outstanding contributions to the AHS community.

Commendations are logged centrally in the Senior School Commendation Log and can be given out by any member of the teaching staff.

Each commendation leads to students getting their name put into a draw at the end of each half term. Five names will be pulled out of the draw at the end of the half term and those students will receive a Nando's lunch (or similar) in the following half term.

7.2 Consequences

We aim to reduce the use of consequences by using a positive behaviour approach. The use of consequences at AHS is mainly in the form of reflection, which is a restorative practice.

Our general approach is that students do not lose play time, as the benefits of exercise almost always contribute to a reduction in anxiety and an increase in self-regulation. While students will not be 'banned' from activities, they may be asked to take a break from a game or activity in order to keep themselves and others safe.

In every aspect of school life, the school seeks to promote positive behaviour. However, in instances of negative behaviour, the focus is on encouraging a pupil to change that behaviour to a more useful one. If, however, the pupil does not respond, reflection can be used to help students understand the impact of their behaviour in a more restorative way.

We also use visuals in each learning environment to support the students to identify and modify their conduct.

In the Prep School ClassDojo visuals and reminders are used and in the Senior School the visual is in the form of a circle, but other than the difference in shape to indicate different areas of the school, the use of the system and its purpose is consistent throughout the school.

Senior School Target System

All students begin the lesson with their name in the centre of the visual.

Students who show expected behaviours and follow the school rules remain in the centre. This recognises the fact that they are doing what is expected of them.

If a student is finding it difficult to follow the school rules, they will be issued with a verbal warning followed by an instruction on what they need to do to show they are following the school rules.

If a student receives another warning they will be moved out of the centre of the visual. This indicates that they are not following the school rules. At this point it is explained to them what rules they are not following and how to get back into the centre of the visual.

If the student receives another warning their name will be moved to 'reflection'. Reflection happens at the end of the school day during form time, and is a restorative intervention. Form teachers deliver reflection, though in cases where they are unavailable a member of the Behaviour Support Team will support. During reflection, students are asked to reflect on their behaviour and discuss meaningful strategies to help in the future.

Students are encouraged to get back into the centre of the visual even after being moved to the reflection area. If a student successfully gets back into the centre and begins demonstrating expected behaviour, they will continue to have the opportunity to earn merits and credits. Students will still, however, be required to attend reflection at the end of the school day.

Reflection forms are completed digitally (see Appendices 5A and 5B) and a PDF copy of the form is emailed to parents immediately. There are two formats of reflection forms – Form A and Form B – which differ depending on the age and cognitive ability of the child.

If a student's behaviour is significantly disruptive to learning or is potentially dangerous to other students, a member of the Behaviour Support Team will be called to take the child for reflection immediately.

Whenever a Reflection Form is completed, the staff member must log the reflection on the school's Behaviour Log.

If multiple reflections accumulate, incremental measures will be taken to help support the student to improve their behaviour for learning. Students who accumulate multiple reflections and who are not responding to the school-wide positive behaviour support strategies will be put on a Behaviour Support Plan (BSP) (see Section 8 and Appendix 5C).

Some behaviours are significant enough to move beyond the typical warning system and go straight to SLT intervention. These behaviours are:

- Threatening behaviour towards others.

- Inappropriate physical contact towards others.
- Intentionally damaging school property.
- Physical violence.
- Racist comments.
- Homophobic comments.
- Sexist comments.
- Bullying.
- Stealing.
- Illegal online activity.

Visuals linked to the school rules are displayed in every learning environment around the school (see Appendix 1).

In addition to receiving a reflection, the following additional sanctions may be implemented:

- Loss of privileges appropriate to the child's age and their understanding.
- The student may be required to catch up with the work they have missed at home.
- Clearing up as appropriate.
- Reparation of damaged school items.
- The student is referred to the appropriate member of the SLT.
- A phone call home to parents.
- Parents called for a meeting.
- Exclusion (see Exclusion Policy).

Sanctions and punishments not allowed include:

- Corporal punishment.
- Any form of hitting a child (including hitting a child in anger or retaliation).
- Deprivation of access to food and drink.
- Enforced eating or drinking.
- Prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing.
- Locking in a room or area of a building.
- Intimate physical examination of a child.
- Withholding any aids or equipment needed by a child.

8. Behaviour Support Plans (BSP)

A Behaviour Support Plan (see Appendix 5C) is a document created to help understand and support behaviour in young people at Abingdon House School. It provides staff with a step-by-step guide to making sure the young person has a great quality of life while enabling staff to identify when they need to intervene to prevent an episode of challenging behaviour. Any specific interventions identified in the BSP will be included in a student's IEP and addressed regularly through carefully planned interventions.

8.1 Process of Writing BSPs

1. Behaviours will be identified and an observation carried out by the Head of Behaviour and Wellbeing to establish any triggers and causes of the behaviour. There are a variety of tools available to compile a functional analysis of the behaviour – e.g., ABC Chart, Behaviour Log Data, and Individual Behaviour Records.
2. Consultation with the student's parents and relevant professionals.
3. BSP meetings will be held with the class team, therapists, and SENCo, with other input where necessary.
4. Consultation with the student to ensure their input is included.
5. The plan will be agreed and signed by parents.
6. Instead of being something that is kept filed away, the BSP is a document that should be readily available and updated as new ideas come to mind. BSPs are saved under individual students' pupil files on the Google Shared Drive.

8.2 BSP essential information

Identifying behaviours

This section of the BSP focuses on identifying and naming the behaviours that challenge and prevent a young person from accessing learning and successful socialising. This section focuses on specific targeted behaviours as identified by the class team in the school setting, which can differ from behaviours in the home setting. This section also includes triggers and the function of the behaviour (if known). Including the function of behaviour is an important part of the BSP, as it helps guide people involved in the process of identifying appropriate strategies later on in the plan. This section of the BSP is not an exhaustive list but rather an acknowledgement of priorities in supporting our students.

Action Plan: Proactive and Reactive Strategies

This part of the plan focuses on targeted intervention that cannot be achieved through the school-wide positive behaviour approaches. This section also includes very specific proactive and reactive strategies in relation to the addressed behaviour.

Proactive strategies are planned for in the BSP. When we are being proactive, we are looking for things that will help minimise the likelihood that someone will resort to challenging behaviour. These strategies should aim to enhance quality of life and make the reactive plan redundant in the long term.

At Abingdon House School we use a variety of specific behaviour strategies to promote positive behaviour and reduce and modify behaviours that challenge. Each strategy is implemented according to a pupil's individual needs. The most common strategies adopted in a BSP are:

- Teaching replacement skills
- Changing the physical environment
- Individualised routine and structure
- Visual timetables / resources
- Pupil contracts
- Social stories

- Therapeutic input
- Behaviour interventions
- Individual reward systems

While these are examples of some strategies that might be used, it is not an exhaustive list and these strategies do not work in isolation. In some cases, teachers will use their professional knowledge to implement additional strategies depending on the individual. Additional strategies are to be discussed by a multidisciplinary team and then added to the BSP.

Reactive strategies describe what should be done in response to challenging behaviour, and should include step-by-step advice on how to minimise the likelihood that the challenging behaviour will escalate and put people at risk.

Initial steps might include non-physical responses such as:

- Not responding to the behaviour
- Giving reminders
- Distraction
- Withdrawal from the situation

Parent and Pupil Input

This part of the plan ensures that both the student and their parents are involved in the process of creating a BSP. Abingdon House School recognises that for a student to modify their behaviour, they need to be involved in and accept the interventions.

There will, however, be times where the level of student input is limited. In these cases, parent input will be greater.

Behaviour Support Plan

The second section of the BSP includes step-by-step advice on how to minimise the likelihood of challenging behaviour by offering incremental support to noticing specific behaviours and de-escalating strategies to stop the behaviour escalating further.

This part of the plan is separated into four coloured sections: Green, Orange, Red, and Purple. Each section indicates incremental behaviours that may be displayed by the student and strategies to support. The sections are defined as followed;

Proactive strategies are the 'green' part of the Behaviour Support Plan and aim to support the child to stay happy and calm. Proactive strategies are designed to meet the person's needs without them needing to rely on challenging behaviour. This part of the plan should include any strategies that are aimed at reducing the chances that the behaviour will happen.

This part of the plan will describe what to do in response to early warning signs to help you intervene as early as possible, before the person resorts to challenging behaviour.

Reactive strategies are the 'red' part of the Behaviour Support Plan. A reactive plan describes what you should

do, or how you should react, in response to challenging behaviour. Reactive strategies are a way to manage behaviour as safely and quickly as possible, to keep the person and those around them safe.

This part of the plan should specify the procedures to be followed after an incident. This section should specify any immediate behavioural actions that need to be implemented following incidents.

Reviewing a BSP

A BSP is a 'live' document that is continuously updated to reflect any increased knowledge or understanding of the person and how best to support them. BSPs are reviewed on a regular basis, at least three times per year.

9. School-Wide Classroom Support

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

Our Approach

We adopt positive strategies to develop long term changes to behaviour. We believe that changed behaviours as a result of positive strategies may take longer to achieve but will have greater lasting results.

Children are helped to understand acceptable behaviour through classroom organisation and the establishment of clear routines, explicit expectations of behaviour, and the use of timetables. There is a consistent attitude amongst staff as to what constitutes inappropriate behaviour.

Behaviour patterns are tracked and monitored on the Behaviour Log database (on Google sheets). This enables us to track behaviour patterns and make more focused interventions.

Strategies

At Abingdon House School we use a variety of strategies to reduce and modify challenging behaviour. Each strategy is implemented according to students' individual needs. The most common strategies adopted throughout the school are:

- Changing the physical environment / stimulation etc.
- Ensuring the environment is organised and predictable.
- Paying attention to external stimulation such as light, temperature, noise etc.
- Providing structure and routines.
- Using visual timetables, work and activity routines, and planned transition times.
- Improving communication skills.
- Improving students' communications skills through the use of communication support.

- Targeted teaching of communication skills via life skills and social skills sessions.

Clear and Consistent Expectations

Ensuring students know what is expected of them and presenting students with clear choices and options.

Consistency

One of the most important things to bear in mind when undertaking any behavioural strategy or intervention is the need for a consistent approach. Without the support and commitment of all relevant people in an individual's life, it is unlikely that lasting behavioural change will be achieved.

Reflective Skills

Teaching students strategies which allow them to link appropriate behaviours to situations via the 'Size of the Problem' programme (see Appendix 6).

Theory of Mind

Direct teaching of skills related to emotional literacy via our 'Zones of Regulation' programme (see Appendix 6).

Distraction

A quick way of getting students to a situation where we can reinforce positive behaviour.

Replacement

Providing students with alternative ways to behave that are more acceptable.

Tokens / Contracts

Breaking down a behaviour into smaller and manageable periods of time. Tokens and contracts are an effective way of working towards a reward.

Social Stories

A short story written in a specific style and format. This aims to teach social understanding and is matched to the skills of the student.

Planned Ignoring

Extinction, or planned ignoring (ABA), refers to a strategy where an unwanted behaviour (but not the individual) is ignored. It is based on the idea that responses provided by others (such as giving attention or providing an object or activity) may be maintaining unwanted behaviour.

Requesting a 'Break'

This strategy aims to teach students to recognise the signs of distress or overload and teaches them to self-regulate through requesting a break from a stressful situation. However, this is time away from a desired activity or contact, and can only be used as a break from a difficult situation.

Sensory Diets

Specific physical activities designed to assist children with self-regulating – e.g., animal walks for a child who needs additional stimulation or using the swing to help reduce high levels of arousal.

Maintenance

From time to time, it may be necessary to go back and revisit a particular strategy or approach if an individual is experiencing difficulties, to ensure that new skills are maintained over time. This may particularly be the case around times of illness, stress, or change.

Fading Out Prompts and Reinforcers

Our ultimate goal for any behavioural intervention should always be to promote an individual's independence, quality of life, and self-efficacy. To this end, it is important that any prompts and reinforcers (with the exception of verbal praise) be gradually reduced to as low a level as possible while maintaining the desired behavioural change.

Individual Education Plans (IEPs)

Behaviour targets can be part of the IEP targets-setting process. This will be supported by the relevant professionals.

These are examples of some strategies that might be used, but this is not an exhaustive list. These strategies do not work in isolation. In some cases, teachers will use their professional knowledge to implement additional strategies depending on the individual.

Achievement and rewards are at individual, class, and whole-school level.

9.1 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Physical restraint must:

- **Always be used as a last resort.**
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents

Post Physical Intervention Procedures

As soon as possible after an incident, staff should fill out the Physical Intervention Log. This should be within 24 hours and it should be signed by a member of the SLT.

The following procedures need to take place:

- A debrief for staff involved and their welfare checked.
- When the staff member and child are both calm, a debrief should take place between them.
- Time to reflect with the individual child as to strategies that could be useful in the future to help reduce the challenging behaviour.
- BSPs reviewed and any amendments to be agreed with the SLT and parents.
- Any serious incidents that result in injury to students or staff **MUST** be entered into the Accident Book located in the office. If necessary, a first aider should see the individual, and if a head injury has been caused a letter will be sent home.

Staff will receive physical handling and restraint training, to various levels, depending on their role. The extent of physical intervention used by each staff member will be directly related to their training. The only exception to this will be when emergency intervention is required for safety reasons.

9.2 Confiscation

Any prohibited items (listed in Section 6) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening, and confiscation.

9.3 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinators and the school's therapy team will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners, and / or others, to identify or support specific needs.

9.4 Debriefing Process

Minor incidents

Following minor incidents, Staff Teams are advised to meet and evaluate what has happened. The Team should ensure that other members of staff are aware of the incident and what happened afterwards. The Team is advised to reflect on why the incident occurred, what preventative measures could be put into place, and how the incident was dealt with.

Teams should ensure all staff are in agreement and support each other. It is important that Staff Team members feel confident about decisions made.

Minor incidents are recorded and monitored so that a pattern of behaviour can be established. Minor incidents such as timeouts or concern logs are recorded on the Behaviour Logs as orange and / or in the individual's personal file.

Serious Incidents

Following a serious incident involving injury or prolonged physical intervention, a break from the classroom environment is advised. Staff are encouraged to have time away to 'recover' from the stress or emotional experience and to receive support and guidance. It is important that staff do not return to class until they have had sufficient time to compose themselves and feel confident about working with the individual again without prejudice.

Serious incidents must be logged in the relevant Behaviour Log. If a physical intervention or restraint has been carried out then this **MUST** also be logged in the Physical Intervention Log. A serious incident is where there is a foreseeable risk. This is colour coded red in the log

De-briefing Process for Students

Students may require 'time out' or time to 'regroup' before they return to class. As each individual student will respond differently, this should be managed on an individual basis.

It is important to recognise that other students who were not directly involved in the incident may require time or reassurance as a consequence.

10. Mobile Phone Policy

At AHS mobile phones are handed in on arrival: both the Prep and Senior School staff understand that some students require access to their mobile phones before and after school, but we do not allow pupils to have access to their mobile phones throughout the school day. Therefore, on entry to the school, each pupil hands in their device to school staff. At the Senior school, devices are placed into individual lockable pouches and students have them unlocked before leaving at the end of the school day. At the Prep school devices are securely stored in the school office and are then collected by students at the end of the school day. Smart watches and devices other than mobile phones are allowed as long as they are not connected to wifi, mobile data, or a mobile phone device.

AHS is mindful that even if a pupil has handed in one mobile phone, they may have another mobile phone in their possession. If this is found to be the case, the other mobile phone is taken and parents are called to explain that students should only come to school with one mobile phone.

11. Malicious Allegations

11.1 Definitions

For the purposes of this policy, allegations are categorized as follows:

- **Malicious:** There is clear evidence that the person making the allegation acted with deliberate intent to deceive, mislead, or cause harm, and the allegation is entirely false.
- **False:** The allegation is demonstrably untrue, but there is no evidence of deliberate intent to deceive or cause harm.

- **Unfounded:** There is no evidence or proper basis to support the allegation that occurred.
- **Unsubstantiated:** The allegation cannot be proved or disproved by evidence.

11.2 Investigation Procedures & Confidentiality

- All allegations against staff or pupils will be thoroughly investigated under the school's Safeguarding and Child Protection Policy prior to any disciplinary action being considered against the accuser.
- Strict confidentiality will be maintained for all parties throughout the investigation process. Information will only be shared on a need-to-know basis.
- No details of the allegation or identity of the accused or accuser will be made public while an investigation is ongoing.

11.3 Disciplinary Action Against Pupils

Making a malicious allegation is considered a severe breach of the school's Behaviour Policy.

- Where a formal investigation concludes that a pupil has made a malicious allegation against a member of staff or another pupil, the Headteacher will apply formal disciplinary sanctions.
- Sanctions will be proportionate to the severity, intent, and impact of the false allegation and may include:
 - Formal written reprimand and mandatory parental conference
 - Removal of privileges and internal isolation
 - Fixed-term suspension
 - Permanent exclusion (in severe cases involving serious distress, reputational damage, or criminal intent)
- If the malicious allegation involves potential criminal offenses (e.g., harassment, malicious communications or false reporting), the school reserves the right to refer the matter to the police.

11.4 Protection and Support for the Accused

- **Personnel records:** Where an allegation against a member of staff is determined to be malicious, all references to the allegation will be removed from their personnel record.
- **Employment references:** Allegations proven to be malicious will not be included or referred to in any future employment references or regulatory declarations.
- **Support and reintegration:** The school will provide appropriate occupational health, counseling, and union access to affected staff, alongside a structured return-to-work plan (including managing future classroom contact with the pupil involved).

11.5 Pastoral Support and Interventions

Alongside disciplinary sanctions, the school will assess the underlying causes of the pupil's behavior:

- The Special Educational Needs Coordinator (SENCO) and Pastoral Team will evaluate whether the pupil requires additional behavioral, emotional or mental health support.
- Where appropriate, restorative practice interventions will be offered following the completion of any disciplinary sanction to help repair damaged relationships within the school community.

Links and Appendices

1. Prep / Senior School Rules Visuals
2. Friday Merit / Credit Reward Shop Visuals
3. Visual Guide to Behaviour Support (Prep/Senior School)
4. Restorative Reflection Form
5. Behaviour Support Plan
6. Size of the Problem / Zones of Regulation

Appendix 1



School Rules



Be respectful of teachers, classmates and property.
Listen to your teachers and classmates, and follow instructions.
Be kind and polite to others.
Be safe.
Try your best.



School Rules



Be respectful of teachers, classmates and property.	= 1 Credit
Listen to your teachers and classmates, and follow instructions.	
Be kind and polite to others.	
Be safe.	
Try your best.	

Appendix 2



Friday Credit Shop



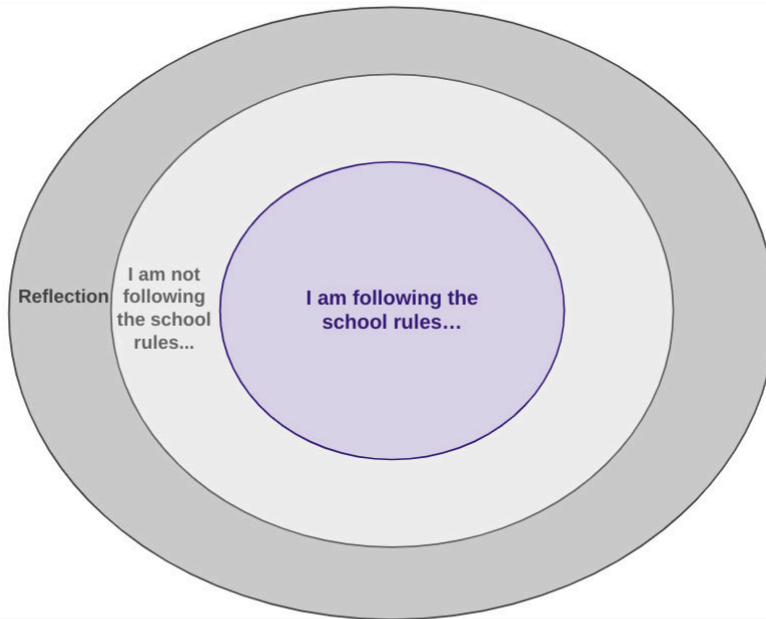
Number of Credits	Reward
20 - 24 Credits	
25 - 29 Credits	
30 + Credits	

Appendix 3

Credits

1 Credit	2 Credits	3 Credits	4 Credits	5 Credits / Commendation!
- On target some of the lesson - Followed some instructions	- On target most of the lesson. - Followed some instructions independently - Attempted at least 1 task - Was polite to students and staff	On target all lesson Followed all the school rules - Followed most instructions independently <u>Attempted</u> tasks set - Was polite to students and staff - Used movement breaks appropriately	- On target all lesson - Engaged fully <u>Completed</u> all tasks to the best of their ability. - Polite and well mannered throughout - Used movement breaks appropriately - Put their hand up to answer questions	- On target all lesson - Engaged fully - Attempted all tasks to the best of their ability. - Polite and well mannered throughout - Used movement breaks appropriately - Put their hand up to answer questions - Asked relevant questions - Helped others

Appendix 4



Appendix 5: Form A

School Behaviour Reflection Form

Name:

Date:

Lesson:

Mark (x) the school rule that you were not following:

Be respectful of teachers, classmates, and property.

Listen to your teachers and classmates and follow instructions.

Be kind and polite to others.

Be safe.

Try your best.

What Zone were you in?

How were you feeling?

Blue		
Green		
Yellow		
Red		

What happened?	When and where did it happen?
Why did it happen?	Who else was affected?

To make this situation better I will now...	Next time I am in this situation I will...

Student Signature:

Teacher Signature:

Copy of Reflection Form sent to Parents/Guardian: Y / N

Appendix 5: Form B

School Behaviour Reflection Form

Name:	Date:
Lesson:	
Mark (x) the school rule that you were not following:	When I made this choice I was not demonstrating:

Be respectful of teachers, classmates, and property.		Respect	
Listen to your teachers and classmates, and follow instructions.		Cooperation	
Be kind and polite to others.		Honesty	
Be safe.		Compassion	
Try your best.		Kindness	
		Responsibility	
		Other:	

What happened?	When and where did it happen?
Why did it happen?	Who else was affected?
How I felt after my action(s):	

Why was this behaviour not acceptable?	To make this situation better I will now...
Next time I am in this situation I will...	

Student Signature:

Teacher Signature:

Appendix 5: Form C

Behaviour Support Plan

Pupil:

BSP Date:

Class:

BSP review Date:

Behaviour Support Plan				
Targeted behaviour:		Known triggers:		
Function of behaviour:	Social attention	Sensory	Tangible	Escape/avoidance
Other:				

Action Plan	
Proactive Strategies:	Reactive Strategies:
Parental Input:	Pupil Input:

Review of plan	
Effectiveness of plan:	Further action:

Pupil:

Class:

Support Strategies The things that we can do or say to keep _____ in the green for as much time as possible.	Behaviour What _____ does, says, and looks like that gives us clues that they are calm and relaxed
•	•
Support Strategies The things that we can do or say to stop the situation from escalating and return _____ to the proactive phase as soon as possible.	Behaviour What _____ does, says, and looks like that gives us clues that they are becoming anxious or aroused.
•	•
Support Strategies The things that we can do or say to quickly manage the situation and to prevent unnecessary distress, injury, and destruction.	Behaviour What _____ does, says, and looks like when they are becoming challenging.
•	•
Support strategies The things that we can do or say to support _____ to become more calm again and return to the proactive phase.	Behaviour What _____ does, says, and looks like that tells us that they are becoming more calm
•	•

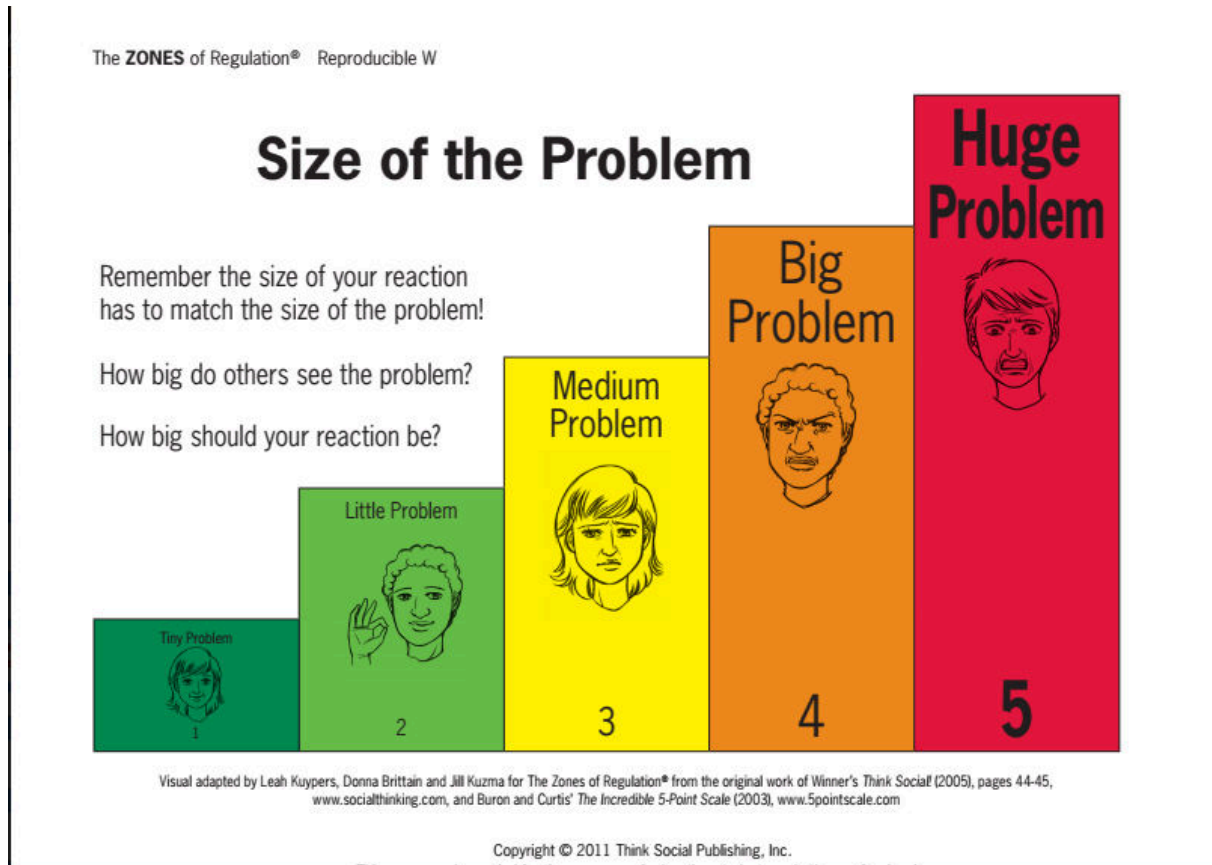
Proactive strategies are the 'green' part of the Behaviour Support Plan and aim to support the child to stay happy and calm. Proactive Strategies are designed to meet the person's needs without them needing to rely on challenging behaviour. This part of the plan should include any strategies that are aimed at reducing the chances that the behaviour will happen.

This part of the plan will describe what to do in response to early warning signs, to help you intervene as early as possible before the person resorts to challenging behaviour.

Reactive strategies are the 'red' part of the Behaviour Support Plan. A reactive plan describes what you should do, or how you should react, in response to challenging behaviour. Reactive strategies are a way to manage behaviour as safely and quickly as possible to keep the person and those around them safe.

This part of the plan should specify the procedures to be followed after an incident. This section should specify any immediate behavioural actions that need to be implemented following incidents.

Appendix 6



The Zones of Regulation

Blue Zone:	Low state of alertness, poor body control. Sad, tired, sick, or bored.
Green Zone:	Neutral / in control of body. Calm, happy, focused, content.
Yellow Zone:	Heightened alertness, some control of body. Stressed, frustrated, anxious, excited, silly, nervous, confused, sensory seeking.
Red Zone:	Extremely heightened alertness, not in control of body. Anger, rage, panic, terror, extreme elation.

Important Terms

Self-Regulation

The ability to achieve the preferred state of alertness for the given situation. This includes regulating our body's needs as well as our emotions.

Tools

Doing / calming / thinking strategies that aid self-regulation.

Size of the Problem

Helping the child to think about the size of the problem – big / medium / little problems. Is the reaction appropriate to the problem?

Using the Tools

When a student identifies that they are in a particular zone, offer them a choice of tools:

- A calming tool – e.g., figure of 8 breathing.
- A doing tool – e.g., pulling theraband.
- A thinking tool – e.g., talking to an adult.

Not all strategies suit everyone so whenever possible offer a choice. Some students may struggle to choose a strategy, particularly in the Red Zone, and at these times it may be more appropriate to give one direct strategy.

It is important that we all use and model the same language when talking about the Zones of Regulation. First label the Zone, then the feeling, and lastly offer a choice of tools.

"I can see you are in the Yellow Zone and feeling frustrated. Would you like a doing, calming or thinking tool?"

After using the tool: "You did 10 star jumps and now you are back in the Green Zone."

Example

Fred is in the Yellow Zone and feeling anxious, there is a change in the timetable today and changes in structure worry him. Fred has identified that he is in the Yellow Zone either by indicating this on a thermometer, telling someone or someone has noticed.

He is offered a choice of 3 tools:

- Figure of 8 breathing (calming)
- Pulling theraband (doing)
- Talking to an adult (thinking)

Fred chooses to do some figure of 8 breathing, which an adult talks him through. Afterwards he feels less anxious, in the Green Zone and ready to work in his lesson.

If he was still feeling anxious he could be offered one of the other 2 strategies. Over time a picture of what strategies help which students can be built up.

Why do we need to support students by giving them sensory strategies?

It is important to remember, when we are supporting students to select a strategy to get to or stay in the Green Zone, that we are helping them to do something that comes naturally to most people.

We all use self-regulation strategies automatically in everyday life. If you think about your morning routine for work, there will be parts of it that you consider 'essential' that help you stay regulated – e.g., a cold or hot shower, a warm drink, a brisk walk, listening to music, reading on the train, cycling to work, talking to your partner before you leave, or putting on a particular hand cream or perfume.

Everyone needs to self-regulate – even football managers! Some of our students need a lot of heavy input in the jaw and mouth area: if you watch Premiership football managers chewing on gum on the sidelines, they are using the same heavy muscle input through their jaw to regulate during a stressful time.

The tools of the Zones of Regulation are there to support students to find ways to use their sensory system to keep them regulated. Not all of the strategies that people have are appropriate or healthy behaviour, so we want to equip our students with helpful strategies so that they don't develop unhelpful ones.