



# **Behaviour Policy**











**(A Positive Behaviour and Relational Model)**

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## St Piers Ethos, Principles & Culture

St Piers Ethos to understanding behaviour is based on the principles of positive behavioural interventions and the use of trauma informed approaches. St Piers understands that behaviour is a communication of need, within the wider context of a positive relational model. It is based on the recognition that the individual student is not managing in the environment at that time and is communicating this through their behaviour. With all students with profound learning difficulties, we accept and understand behaviour as all part of a learning process. This way of looking at behaviour ensures that St Piers promotes understanding of students' needs and empowerment and teaching skills through positive relationships.

-  We aim to create a welcoming, caring environment where relationships are based on respect, secure attachments and on developing positive self-esteem in each person
-  We value the positive contributions from all members of the St Piers community, and particularly appreciate the support of families to promote positive behaviour
-  We recognise and acknowledge positive behaviour and look to celebrate the achievements of all our students
-  We recognise that behaviour is a communication of need, and that there must be opportunities to address those needs on an individual and holistic basis
-  We ensure that all students have the opportunity to learn in a calm, safe and supportive environment
-  We ensure that all students have the right to have their individual needs taken into account when developing appropriate support strategies
-  We encourage a positive attitude to learning within a safe environment
-  We encourage a sense of respect for our community and our environment
-  We believe that clear and consistent routines and systems are crucial for supporting the development of students, while also ensuring the health, safety, and well-being of everyone in our community
-  We at St Piers are a member of the Restrain Reduction Network (RRN). This promotes the idea that relational strategies support de-escalation.

### A Positive Behaviour and Relational Model

At St Piers we adopt and use a positive behaviour model within the context of developing positive relationships with all students. This is an approach adapted from Trauma Informed Practice and Positive Behavioural Interventions. The key principles are as follows:

- Behaviour is something to interpret and understand
- Students are highly responsive to the environment, context and their relationships
- Behaviour management is predominantly through positive relationships, active support and understanding
- Boundaries and limits are to keep everyone safe.
- Rules and strategic responses should be developed together and adapted where necessary
- Staff need to maximise potential outcomes by reinforcing positive behaviours whenever possible

- Consequences are only used within a process of restore and repair
- Inappropriate behaviour is a sign of unmet need, stress, difficulty in coping, lack of understanding and skills and environmental and social factors
- The solutions lie in understanding what the behaviour tells us about the student and their need within the context of developing consistent positive relationships and trust
- Practise and policy effectiveness is measured by well-being and the capacity to adapt and make reasonable adjustments to meet the needs of each individual student

## **Purpose and Scope**

This strategy sets out the highest possible standards to support positive behaviour at St Piers whilst safeguarding the rights of all individuals. The strategy highlights the structures and systems that supports students by meeting the needs of individuals whether they be social, emotional, educational or neurological. The overarching purpose of the strategy is to offer a robust framework that leads to a supportive environment where best practise is applied based on the needs of individuals to allow students to flourish, to feel safe and have a sense of belonging.

## **What do we do to promote positive managements of behaviour?**

The design of the system at St Piers focuses on three key stages which align with an assess-plan-do review cycle:

### **1. Proactive management (Assess – plan)**

This forms the fundamental basis in meeting the students' needs and in our commitment to ensuring positive behaviour.

### **2. Responding to Issues/ Intervention stage (Do – Review)**

New or existing behaviours of concern will be responded to with an intervention or a re-assessment and review of individual needs. This will include outcome setting and monitoring the support and intervention. Within the context of our response and intervention the facilitation of positive relationships will always be considered.

### **3. Significant Issue Response (Re-assess/review – Plan)**

Occasionally a significant issue may arise that is causing significant harm or risk to the student themselves, staff or other students at St Piers. This will trigger an immediate response, in the form of an emergency Multi-Disciplinary Meeting. Relationships will always be prioritised between students and staff and restorative work must be taken into account.

**In line with trauma informed approaches the above will all be within the context of developing strong positive relationships with the staff and peers and their parents which is in line with this relational behaviour model.**



## 1. The Proactive management of positive behaviour

Proactive management begins at the assessment stage before an individual student attends St Piers. The students have baseline assessments carried out on entry to St Piers. This includes:

- i. A psychology assessment where a transition report is completed and a quick reference guide which is devised for all staff to ensure they understand the individual and their needs (Appendix 1).
- ii. In conjunction, a communication assessment will be conducted so that everyone understands their communication needs.
- iii. An environmental assessment which could look at the physical environment and any adaptations necessary as well as considering the sensory environment from the students' perspective.

From these documents a student support plan will be developed for each student which will be reviewed regularly in addition to the annual review process. This documentation will include positive behaviour strategies.

- Each student will be allocated a key person/ key point of contact who will take a lead role in getting to know them and developing a positive relationship with them.
- Proactive management may also highlight training needs for the staff as well as their need for continuing professional development to enable them to meet all individual needs. All staff work closely with members of the wider multidisciplinary team including therapists to review, advise and update strategies.

## The Team Around the Student:

### a) **Psychology**

We employ educational psychologists who assess students and support with strategies for students' development and behaviour with some ongoing support from Psychiatry where appropriate.

### b) **Therapies**

Our full range of therapists available at St Piers are expert at the assessment of environmental, communication and other specific student needs. They include speech and language therapy, play therapy, occupational therapy and physiotherapy.

### c) **Pastoral support:**

The Pastoral Manager offers support regarding staff understanding the students' individual needs and may deliver and monitor interventions in line with the psychology department.

### d) **Epilepsy Nurse Consultant (ENC)**

Many of our students have complex epilepsy and the Epilepsy Nurse Consultant ensures that behaviour strategies take into account the diverse impact of their clinical condition, their medication, side effects and the 1:1 support required to manage daily activities and tasks.

### e) **Safeguarding**

At all times the Safeguarding Team at Young Epilepsy is available to offer advice and guidance on behaviour related safeguarding concerns. There are a range of deputy safeguarding leads in the school, college and residential houses; with an on-call team available 24 hours a day.

### f) **The Key person/ Key Point of Contact (KPC)**

The key person (this could be the Pastoral manager, class teacher, Tutor, LSA, or support worker), will be allocated to a student on admission and their role will be fundamental in developing a positive relationship and helping the student to feel a sense of belonging from the outset while liaising closely with other key staff to develop their own positive relationships.

In addition, **all adults** working with our students will:

- Model compassion and kindness, provide hope, and support connection and belonging
- Understand that any event in a student's life can impact on how they think, feel and act
- Use of logical (natural) consequences
- Provide routines, set limits and have boundaries
- Regulate our own emotions and act as co-regulators to our students
- Prioritise relationships to ensure all students feel safe and secure

A Positive Behaviour Support Plan (PBSP – see Appendix 3) is developed for individual students between psychology and key staff where there is likely to be a greater need to ensure all staff are using the same clear and consistent approaches. These documents will be reviewed termly and updated as and when required.

## **Positive Behaviour Recognition**

All positive and considerate behaviour is recognised and commended. A range of positive reinforcement strategies and incentives are used. Within the contexts of positive relationships students' behaviour is positively reinforced whenever possible. This may include the below, but is not exhaustive and is dependent on individual student's preferences and the environment:

- immediate specific praise
- an appropriate entry in a workbook/brilliant book/online communication platforms
- the provision of a reward (e.g., class/individual reward)
- the display of work

- the award of a certificate
- positive mention in the home communication book/sheet
- referral to the senior leadership team
- a presentation in assembly
- good work stickers and tokens
- award ceremonies

The relational approach to understanding behaviour and emotions is further developed at St Piers by a number of embedded programmes such as “Zones of Regulation” and an understanding of the psychological theories underpinning developing students’ well-being and resilience. These strategies might be used or/and adapted with students depending on their needs.

## Zones of Regulation

This approach is used to support the development of emotional self-regulation. St Piers actively supports students to unpick their perceptions whilst applying the following concepts:

- 1) How do I feel?
- 2) Why do I feel this way?
- 3) What can I do?

All the staff work closely with the students to guide their own understanding of their emotions.



## 2: Responding to Issues/ Intervention stage (Do – Review)

At St Piers we accept and understand behaviour as all part of a learning process. Students will push limits, boundaries, and societal norms as part of their social and emotional development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and the sensory environment. At St Piers we believe that understanding what the behaviour is communicating to us is the first and foremost part of planning a response.

All dysregulated behaviours will be recorded by all staff using one system which aims to record the specific behaviours exhibited and potentially identify the trends, patterns and triggers. This data will be reviewed weekly. When a referral to psychology has been made, supporting staff may be asked to complete a STAR observation and analysis in conjunction with psychology (appendix 3.0) to ascertain the communicative intent behind the behaviours.

- New or existing issues with a student may be raised with a referral made to the relevant team for support, weekly meetings happen between each setting and therapies. Alternatively, an

immediate referral can come directly to the Psychology team in person, by e-mail or telephone. This process will trigger an immediate review of the issue and some information gathering which may be in the form of observations or consultations with the relevant team. A Multidisciplinary Meeting(MDM) may then be held (as part of the assessment) to gather further information from all the team who know the student well.

- It is our role to help guide and teach students within a supportive relationship to make helpful and positive choices when they can, as well as teaching them the skills to help them manage their own behavioural regulation. Once the behaviour is better understood the interventions and support can be tailored to help address the underlying need.
- This may include a more targeted and bespoke intervention, such as:
  - i. Individualising the 'Zones of Regulation' teaching to offer a more personalised intervention or emotion coaching techniques.
  - ii. Reviewing or increasing their sensory activities to meet their underlying sensory needs.
  - iii. It may also involve a referral for some individual work by a member of the Psychology team, play therapists or play specialists to address any specific individual needs including modelling of strategies or using 'Intensive Interaction'.
  - iv. Alternatively, a referral may be made to an Emotional Literacy Support Assistant (ELSA) supporting the development of the students' emotional literacy skills.
  - v. There may be a need for a psychiatry referral or a medication review. The Team around the Student (TAS) will help to identify the underlying needs and the support and intervention, utilising information gained through the assessment and recording process.
  - i. A member of the psychology team in conjunction with the TAS will devise their positive behavioural support plan (PBSP) or other documentation when appropriate and this will be shared with the team to ensure a consistency of approach and positive behavioural interventions. These documents will be reviewed after one term.

**The following appendices contain ways to help us to understand the behaviour**

**Appendix 3:** An example of a Positive Behaviour Support Plan (PBSP)

**Appendix 4:** STAR Analysis

**Appendix 5:** A Tool for Understanding and Reframing Behaviour

**Appendix 6:** Risk Assessment

### **3: Significant Issue Response (Re-assess – Plan)**

Occasionally a significant issue may arise that is causing significant harm or risk to the student themselves, staff or other students at St Piers.

- An Emergency Multi-Disciplinary Meeting will be called (EMDM) and will include the following: Education staff, care staff including key worker, health staff (if necessary), Safeguarding (if required) and Therapies. Liaison with parents/carers and other external professionals will be actioned and where appropriate invited to the Team Around the Student meeting (TAS/EMDM). There will be clear actions drawn up and outcomes agreed with an agreed



review period. There may also be a de-briefing of other care staff working with the students and the students themselves (if necessary).

- A short suspension may be actioned by a member of the senior leadership team or the Executive Principal. It is important that **only** the appropriate use of suspension is considered as a last resort and using the time of the suspension to reflect, amend plans and identify needs (including a review of the risk assessment) and other appropriate interventions to support the student or young person upon return. If a suspension is issued some restorative/ reparative work must be actioned with the student in re-building any relationships that may have been impacted. There must also be a reintegration meeting following any suspension and a strategic plan moving forward.
- Serious or persistent high-level behaviours could result in the end of the student's placement. Please also see End of Placement policy.

## Using logical consequences

### • The use of consequences

Consequences can be a useful response to behaviours. When responding to unwanted behaviour, the consequences we use always have a clear link to the incident and help the student to learn more positive strategies should a similar situation occur, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and / or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

- **Protective consequences:** these are required to protect the rights of others and keep a student safe. At St Piers this may include:
  - o increased staff ratio
  - o change of school day / timetable
  - o arrangements for access to outside space
  - o student or young person escorted in social situations
  - o differentiated teaching space
  - o Internal exclusion – time away from peers
  - o appropriate use of suspension (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the student or young person upon return).

**Educational consequences:** at St Piers we use these to teach, encourage, support and motivate the student to behave differently next time through better understanding. Examples include:

- ensuring the student completes the task they have disrupted
- rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ensure the student assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the student to learn about the impact of certain actions and behaviours
- providing the student with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships.

## Ways to Record Behaviour and Incidents of Concern and Safeguarding

We have a clear process and system in place to record all behaviour and safeguarding incidents that occur. The appropriate member of staff will create this record as soon as possible after the event (within 24 hours as a minimum). These records are tracked and analysed by the key professionals with actions and reviews taken regularly. Please see Appendix 7 for additional safeguarding information.

## Risk Assessment Process and Risk Reduction

In St Piers, we use a risk assessment process as the starting point for preventing harm for identified vulnerable students. It identifies what is likely to cause stress to them, using all the information known about the students. Once all this information is to hand, a strategy for supporting a situation appropriately and keeping everyone safe can be developed. An example of information to be included in the risk assessment can be found in Appendix 6.

In a crisis phase/ when a student is demonstrating significant dysregulated behaviour it may be necessary to use physical intervention. St Piers is a member of the Restraint Reduction Network (RRN). This promotes the idea that relational strategies that support de-escalation are far better than using restraint. Wherever possible staff will seek to support emotional and behavioural regulation through all the above strategies and visual tools and supports. However, in rare circumstances, when a student is in a crisis phase or significantly dysregulated, it may be necessary to use physical intervention and guidance is set out below:

### Physical intervention PRICE – (Protecting Rights in a Caring Environment) - the use of reasonable force

Physical contact (or intervention) **is a last resort** (95% of managing behaviour is linked to proactive and early intervention strategies as outlined in this policy) with a student but, in a rare number of cases, a significant issue may arise that is causing significant harm or risk to the student themselves, staff, external visitors/contractors or other students at St Piers.

In this case, physical contact will be purposeful, controlled, monitored and reviewed. Where necessary, reasonable and proportionate force may be used to physically support a student should their behaviour be a risk to others, themselves or property (with intent to harm/cause further harm). The degree of force used must be in proportion to the circumstances of the incident and / or the potential consequences. The guidelines below therefore set out what is considered 'reasonable' at St Piers.

### Physical Intervention:

Physical Intervention at St Piers is defined as "the use of physical interventions to prevent a student from harming themselves, others, or from causing serious damage to property".

Physical intervention is a last resort and after all other strategies in relation to the positive behaviour plan have been unsuccessful. It is to prevent harm coming to the student or others.

Therefore, staff should only use physical interventions with a student if:

- They may cause harm to themselves.
- They may cause harm to others.
- The property may suffer serious damage, therefore impacting other students reasonable access to learning opportunities.

- Their behaviour is such that it is causing a high level of disruption to other students. Where necessary, reasonable force could be used including physical interventions with a student applying PRICE methodology and recognised techniques; it is accepted that, on occasions, reasonable force may be required. Staff must always act in a manner which is reasonable and proportionate, and in the manner that any 'reasonable' person would be expected to act.

Care must be taken to ensure that any restraint is considerate to the physical and medical ability of the student.

### Partial restraint may involve:

- physically moving a student from a situation where there is an imminent risk of a serious incident (e.g. themselves or other students are at risk, they are extremely distressed and unable to calm down or when they are seriously disrupting a lesson).
- holding a student to restrict their movement (e.g. to keep them in an area while others leave). Total restraint is where a student is restrained in a manner:
  - to prevent them from hitting or harming themselves or someone else.
  - to prevent them from causing serious damage to property.
  - to prevent them from engaging in an unsafe activity e.g. running into a road, climbing etc.

All acts of physical restraint must be recorded and reported immediately to a senior member of staff.

### Students wandering or running away

Please see Missing persons policy.

St Piers has a duty of care for students during the day both on and off the premises.

Where it is safe to do so, students may be re-directed, tracked or physically stopped from leaving site to maintain their safety this will be in accordance with their *risk assessment*.

### ***If staff suspect a student has run away, then the following action will be taken:***

- 1) Classes where students may exhibit these behaviours must have a walkie-talkie in situ
- 2) Staff are to immediately inform a member of the Senior Team.
- 3) Running away check list to be completed and held in main office at the relevant site.
- 4) Within 10 minutes the parent/carers and social worker (or other relevant professional) will be contacted.
- 5) A whole site search will be carried out to confirm if the student has left the site
- 6) A member of staff will be deployed to search the local area surrounding the site
- 7) After 10 minutes police are contacted, and parent/carers are updated; the most vulnerable students will have a police notification immediately.
- 8) Parent/Carers are then contacted within an agreed time scale unless there is a significant update required. (ie every 15mins)

A pupil who is at high risk of wandering off or running away and has done so more than once will have a personalised **Risk assessment** completed with parents and the student.

### **'Reasonable' Contact – Reassurance.**

Reassuring physical contact can be given:

- To indicate approval, appropriate praise or sympathy (e.g.; a pat on the shoulder).
- To positively build or reinforce a relationship, or to comfort in times of stress.
- To enable the student to gain control and establish acceptable behaviour.

With all students with profound learning difficulties, using close and supportive physical contact is very often part of the learning process, and this contact is expected. However, staff will always take into account the age, gender, and vulnerability of the student; personal boundaries will be respected at all times. Where possible, a witness or colleague will monitor the situation.

St Piers follows national guidelines on positive handling and uses the PRICE approach; this is a recognised range of intervention strategies which promotes de-escalation, diversion and diffusion to prevent violence and reduce the risk of injury to the student and member(s) of staff. All staff receive induction training and refresher courses at regular intervals throughout the year.

Following a physical intervention, parent/carers are informed by a member of staff as soon as possible.

### **‘Reasonable’ Contact – Direction & Instruction**

Physical contact may also be necessary to provide:

- physical prompting or contact to help the student perform a task.
- giving support to a learner’s body during a PE activity (for example).
- help to manipulate materials or to hold tools correctly (e.g., pens and pencils, DT, cooking etc.)

Some students with physical disabilities or sensory loss (for example), may require almost constant physical prompting and contact, and it is appropriate that such tactile communication is provided. Physical contact in these circumstances will be supportive or persuasive. Staff will not work alone with a student (or out of sight or earshot of another adult) where possible. Supportive PE movements should be planned appropriately.

### **‘Reasonable’ Contact – Guiding and Obstructing**

Physical contact in the form of guiding or obstructing may be necessary:

- to provide guidance for a student in the correct direction, or to prevent them from wandering off.
- to protect from external danger or prevent a harmful action (e.g., in a food technology session).
- to provide safety (e.g., when crossing a road).
- to divert a student from a destructive or disruptive behaviour.
- to prevent or divert a student from repetitive and / or obsessive behaviours that may cause harm or self-injurious behaviours such as head banging etc.

At St Piers we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The use of physical intervention techniques is only one aspect of co-regulation and is the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the student or young person to be able to self-regulate during times of stress.

If such actions are necessary, we aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the appropriate senior leader. An emergency MDM will take place and the review of the risk assessment document or/and a Positive Behaviour Support Plan must be created for the student.

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

At St Piers we believe in the power of using restorative approaches following an incident of concern. Following an incident, St Piers will hold de-briefs and restoration meetings with the people involved. This is imperative in maintaining positive relationships between staff and students.

Such approaches encourage the students to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others. Using this approach, students and staff have the opportunity to reflect on what's happened and the impact this may have had.

At St Piers the staff work with the students to ensure that they have learnt from an incident so that they can be successful next time. Teaching of the skills required may be necessary to enable a different outcome next time. The impact of our approach is evident in the relationships forged throughout St Piers.

### **Harm from dysregulated (stressed) behaviour**

St Piers always prioritises the safety and welfare of all students and staff, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful.

### **Supporting those who have been harmed**

Our staff and students receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times St Piers ensures that this person (adult or students) is fully supported.

We always consider the following:

- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- is there a need for immediate police involvement?
- ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- give reassurance to reduce feelings of guilt and/or anxiety

Agreed policy: January 2025

Date of review: January 2027

Date of Review: July/Sep 2025

## Further Guidance:

1. [Keeping Children Safe in Education \(DfE, 2025\)](#)
2. [Reducing the Need for Restraint and Restrictive Intervention \(DfE, 2019\)](#)
3. [Use of Reasonable Force \(DfE, 2013\)](#)
4. [Behaviour and Discipline in Schools \(DfE, 2016\)](#)
5. [Behaviour in Schools - Advice for headteachers and school staff \(Feb 2024\)](#)
6. [Suspension and Permanent Exclusion Guidance \(DfE 2024\)](#)
7. [Positive environments where students can flourish \(Ofsted 2018, updated 2021\)](#)
8. [Creating a Culture: how school leaders can optimise behaviour \(DfE, 2017\)](#)

## Notes on the Following Appendices

These contain examples of recording and assessment tools. There may well be other tools and systems for doing this.

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This policy is agreed by the Educational Governing Body and Executive Principal and will be implemented by the Education Directorates.

**Signed:**

Jeremy Law  
Executive Principal

**Date:** 8 September 2025

**Date of next review:** 10 July 2027

## Version table

**Creation:- February 2025**

**Approved by:- Education Governing Body**

<u>Version No.</u>	<u>Date of changes</u>	<u>Reason for change</u>	<u>Changes made by</u>
1	February 2025	New policy created to include Thrive and PRICE	Dr Carolyne Bassett, Simone Hopkins, Gill Walters. Danny Hulme and Katie Scanlon (PRICE)
2	July 2025	Amended policy reviewed by key representatives from all services.	Dr Carolyne Bassett, Gill Walters, Jeremy Law, Franky Baptie, Ginnie Batten-Evatt, Danny Hulme and Katie Scanlon.
3	Sep 2025	Removal of Thrive as this no longer being used.	Dr Carolyne Bassett

# This is Me (Pen Picture)

## Things that make my Day and help me feel Safe; (Assumptions)

1. Routines.
2. Forecasting of change
3. Beginnings and Endings
4. Attentive and Listening
5. Visual Time Table or Reference to the activity
6. Now - Next
7. Short focused activities - Movement

## Things that Cause me to Act out my worries:

1. Change without notice
2. Told to wait and no ending
3. Told to move on - No time to process
4. Staff ignoring me and talking amongst themselves
5. Don't know what my day looks like
6. Not knowing what's Next

Things you can do help me avoid the behaviours in the RED Box

## Behaviours that I use when things are going Wrong

I will throw objects around.  
If you are very close to me I may pull your hair.  
I may hit and lash out.

## Intervention after my behaviour has become difficult

1. Speak with One Voice.
2. Too many sounds - It's confusing for me
3. How can I get out of this situation - Show me a way out
4. Time for listening and Processing
5. Leave my personal Space - Stay at a distance

## Appendix 1: Quick Reference Guide



## **Appendix 2: A guide to using the Zen rooms/ Green rooms as a regulatory space.**

### **Methodology for Use of a 'Green room (Zen room)' at St Piers School**

#### **Purpose**

The Green Room is designed to provide a quiet, calming space for students to learn, self-regulate, or co-regulate. It aims to support students' emotional and sensory needs, reduce anxiety, and enhance their overall well-being.

#### **Staff Training**

- Provide comprehensive training for staff on the purpose of the Green Room, how to use the sensory equipment, and strategies for supporting students' self-regulation.
- Train staff to identify signs of stress or sensory overload in students and how to guide them to use the Green Room effectively.

#### **Access and Scheduling**

- Develop a timetable for the use of the Green Room to ensure it is accessible to all students who need it. This can include scheduled breaks during the day and as-needed access during moments of distress.
- Implement a sign-in/sign-out system to track usage and identify patterns in students' needs.

#### **Personalised Plans**

- Collaborate with the multi-disciplinary team to create individualised plans for using the Green Room. These plans should outline specific strategies and tools that work best for each student, in line with their risk assessments and support guidelines.
- Regularly review and update the plans based on students' progress and changing needs.

#### **Integration with Curriculum**

- Integrate the use of the Green Room into students' daily schedules and learning activities. This can include quiet reading time, mindfulness exercises, or sensory breaks.
- Encourage teachers to use the Green Room as part of their behaviour management strategies, helping students return to a calm and focused state before rejoining class activities.

## **Safeguarding Measures**

### **1. Supervision**

- Ensure that the Green Room is always supervised by a trained staff member to maintain a safe environment and provide immediate support if needed.
- Staff should be vigilant in observing students' behaviour and emotional states to quickly address any issues that arise.

### **2. Access Control**

- At no time will students be made to stay in the Green room, should they communicate they wish to leave. This could be verbal or physical communication. The Green room is not to be used as a 'punishment' and the door should not be locked when a student is in the room.
- students should always be accompanied and observed while using the Green room. Students should not be left alone unless they have indicated quiet time to self-regulate. Staff should remain nearby and observe to ensure students safety.
- Implement a system to control access to the Green Room, ensuring that only authorized students can use the space. This includes maintaining records of who is using the room and when.
- Limit the number of students in the Green Room at any one time to prevent overcrowding and ensure individual attention.

### **3. Confidentiality and Reporting**

- Maintain confidentiality regarding students' use of the Green Room, sharing information only with relevant staff and parents.
- Establish clear protocols for reporting any safeguarding concerns that arise during the use of the Green Room.

## **Impact and Evaluation**

## **Monitoring and Feedback**

- Regularly monitor the usage and effectiveness of the Green Room through observations, student feedback, and staff reports.
- Conduct periodic surveys with students, parents, and staff to gather insights and suggestions for improvement.

## **Assessing Outcomes**

- Track changes in students' behaviour, emotional regulation, and academic performance to assess the impact of the Green Room.
- Use this data to make informed adjustments to the room's setup, scheduling, and usage policies.

## **Continuous Improvement**

- Stay informed about the latest research and best practices in sensory support and emotional regulation for SEN students.
- Regularly review and update the methodology to ensure it remains effective and aligned with students' needs.

## **Behaviour Management**

### **1. Positive Reinforcement**

- Use positive reinforcement to encourage appropriate use of the Green Room. Praise and rewards for using the space effectively can help reinforce desired behaviours.
- Implement a reward system for students who demonstrate improved self-regulation and behaviour as a result of using the Green Room.


### **2. Consistent Guidelines**

- Establish and communicate clear guidelines for behaviour within the Green Room. Students should understand the expectations for using the space and the consequences of inappropriate behaviour.
- Ensure that all staff members are consistent in enforcing these guidelines to maintain a safe and supportive environment.

**3. De-escalation Techniques** - Train staff in de-escalation techniques to manage any challenging behaviour that may arise in the Green Room. This includes calming strategies, conflict resolution, and crisis intervention

- Provide students with tools and strategies to help them self-regulate and de-escalate independently. By incorporating these safeguarding and behaviour management measures, the Green Room can be a safe, effective, and supportive resource for students with special educational needs.

### Appendix 3: An example of a Positive Behaviour Support Plan

		<h2 style="text-align: center;">POSITIVE BEHAVIOUR SUPPORT PLAN</h2>	
Name:		Date:	
Tutor group: House:		Review termly	
<p>In order to support X proactively and minimise inappropriate behaviours such as shouting or screaming or hitting out at peers or staff, we need to recognise which emotional state X is in, using the traffic light system (green, amber or red) and then use strategies in accordance to the identified emotional state. <b>The importance of helping X when s/he is in the Amber state cannot be overstated.</b> This is our warning sign that could precede an incident if action is not taken to help X regulate. A blue traffic light signals they are now calm after the incident when the period of restorative and reparative work can take place with the student/ key people involved.</p> <p>If X then enters the (RED) crisis phase of being dysregulated then the reactive strategies will need to be followed but a STAR analysis will also need to record the incident to identify triggers and reflect on the missed warning signs.</p>			
<p><b>GREEN - Engaged - Happy - Calm - Ready to Go - Relaxed.</b> <b>REGULATED</b></p>			
Observed behaviours.		Strategies	
<p>(What do you see / hear)</p> <ul style="list-style-type: none"> <li>Interactions with staff- Having a conversation with staff.</li> <li>Laughing and smiling.</li> <li>Acting - being different characters.</li> <li>Engaged and taking an active part in activities that s/he enjoys.</li> </ul>		<p><b>Proactive strategies</b> to maintain my mood.</p> <ul style="list-style-type: none"> <li>Use one voice, calmly give me small step instructions.</li> <li>Giving me time to process instructions by giving me a few minutes.</li> <li>Having clear boundaries, X is more motivated when she knows what her expectations are.</li> <li>Consistent structures and routines with small step activities with a clear visual start and finish.</li> </ul>	

	<ul style="list-style-type: none"> <li>Communicating what is happening to X with preparation for any unusual event.</li> <li>Giving X lots of positive reinforcement when she is doing well- use a reward 'bucket'.</li> <li>Activities that interest them - give examples here.</li> </ul>
<b>AMBER - Annoyed - Verbally inappropriate to staff and/or peers- insulting them or making negative comments -Early Warning Signs that X is becoming DYSREGULATED</b>	
<p>(What you may see / hear)</p> <ul style="list-style-type: none"> <li>Inappropriate comments to staff and/or peers.</li> <li>Talking with a higher pitched tone of voice.</li> <li>Becoming a bit more impatient, unwilling to wait, more 'huffing'.</li> </ul> <p>Antecedents (Slow and fast triggers)</p> <ul style="list-style-type: none"> <li>Change without notice.</li> <li>Loud or noisy environments.</li> <li>Being told to move on without any warning or notice.</li> <li>Being ignored or conversations happening around X.</li> </ul>	<p><b>Active strategies</b> to manage to regulate Lucy's mood.</p> <ul style="list-style-type: none"> <li>Remind X quietly of the boundaries and what is expected of her.</li> <li>Give X the opportunity of leaving the environment - Offer X the choice of the bedroom or the office at Griffiths/sensory room for a quiet space.</li> <li>Offer a distraction with a preferred activity - this is not a reward but to help get back to the green.</li> <li>Offer verbal reassurance and praise for the good work and positive choices made earlier in the day. Refer X to any positive reward strategies that are in place.</li> <li>Take X1:1 to the sensory room/green room.</li> <li>Ask X what is wrong.</li> <li>X enjoys mirrors and finds these distracting.</li> <li>Use a calm tone of voice, do not raise your voice, this triggers their anxiety.</li> <li>X enjoys reading or being read to quietly in her room.</li> <li>X finds some deep pressure activities relaxing.</li> </ul>
<b>RED - Crisis Phase - dysregulated emotionally and may be physical towards peers or staff DYSREGULATED</b>	

<p><b>(What do you see / hear)</b></p> <ul style="list-style-type: none"> <li>• Shouting or screaming.</li> <li>• Hitting out at peers or/and staff.</li> <li>• Crying</li> </ul> <p>Antecedents</p> <ul style="list-style-type: none"> <li>• Change without notice.</li> <li>• Waiting.</li> <li>• Loud or noisy environments.</li> <li>• Being told to move on without any warning or notice.</li> <li>• Being ignored or conversations happening around them.</li> </ul>	<p><b>Reactive strategies</b> to manage risk when X has entered into the red zone.</p> <p>Aim of intervention is to minimise risk - minimise disruption and bring the incident to a close as soon as possible.</p> <ul style="list-style-type: none"> <li>• Remove any audience.</li> <li>• Give X space to regulate in a calm and safe space.</li> <li>• Use minimal simple language.</li> <li>• Reduce any demands.</li> <li>• Offer a distraction.</li> <li>• When waiting give X something to do while X waits.</li> <li>• Give X time to process. Once calm use a simple social story about being kind.</li> <li>• Change of face.</li> <li>• <b>PRICE</b>-This is <b>only</b> ever to be used as a last resort.</li> </ul>
<p><b>Restoration and Repair - after any incident (when X is calm)</b></p> <p><b>This period is two pronged to develop a deeper understanding and insight into what has happened and why and to teach them the skills to resolve situations differently.</b></p>	
<p>Observed Behaviour          (What do you see / hear)</p> <p>How does X feel after the event?          What do you observe?          What is s/he communicating?</p>	<p>Once X is calm then the incident can be discussed with them calmly with his key person who can help X with understanding that he was dysregulated and reminding them of their regulation tools. There will be no blame placed on X after the event (as they often feel a deep sense of shame) but X will be encouraged to think about/reflect on what X could do differently in future and what s/he could do to help restore relationships if affected. There may be logical consequences following on from an incident but these must be meaningful to the incident eg cleaning up any damage or offering an apology in whatever form that may take. The adult must accept this in whatever form and ensure X they have accepted it and move on.</p>
<p>Completed by: Dr Carolyn Bassett</p>	<p>Role: Lead Educational Psychologist</p>

Shared with:		Date:	
	House Manager	Date:	Signed:
	Tutor College		
	Pastoral Manager		
	Parent		

#### Appendix 4: STAR Analysis



##### STAR analysis

##### Student:

**Setting:** Firstly, please consider the setting where the behaviour of concern took place. Just describe the environment and activity being undertaken.

**Action:** Then consider what the action was – what actually happened. Please do not record your feelings – just the facts.

**Result:** Then consider what the function of this behaviour might have been – was the result that the student avoided doing the set activity?

**Trigger:** Finally, after you have considered these factors think through what the triggers to the behaviour of concern could be.

Time and Date	Setting	Action	Result	Trigger	Name



<b><u>STAR Chart Additional Information</u></b> This could include your further thoughts, reflections and hypotheses.					

## Appendix 5- A Tool for Understanding and Reframing Behaviour

Describe the behaviour Review and be curious	Reframe the Behaviour from for example: “He’s just lazy” or “She just wants to get attention” to something more helpful. Examples of reframing-	Reflections How is this behaviour understandable? What’s getting in their way/what are the barriers? How can we help?	Adult response What do we need to intentionally teach? Find the barriers and remove them
<p>Be the stress detective - why and why now?</p> <p>What is the typical adult response?</p> <ul style="list-style-type: none"> <li>Is there an adult response plan?</li> <li>Is the plan helpful, shared, used and understood?</li> <li>Is there a personalised stress/distress management plan?</li> </ul> <p>Consider the environment</p>	<p>Avoidant: in ‘fight/flight’ survival mode</p> <p>Defiant: in ‘fight/flight’ survival mode, coping with threat</p> <p>Aggressive(controlling): outside window of tolerance. Dysregulated in the hyperarousal state as a result of becoming distressed. Now in ‘fight’ survival mode, adaptive strategy to manage underlying vulnerability e.g. fears, anxieties, helplessness, confusion, shame, or feeling frightened</p> <p>Attention seeking: attachment/connection needing: they need time and attention for something in that moment (they do not feel safe and secure yet and trying to gain a sense of belonging)</p> <p>Withdrawn: cautious possible indicator of an emerging ‘flight/hypoarousal and or freeze’ response being used to cope with the situation</p>	<p>The impact of trauma For example-How have any adverse experiences affected their ability to trust, share attention? (confirmed or assumed)</p> <p>Feelings fuelling the behaviour Is the student projecting their feelings onto you? Are you inadvertently re-enacting previous relationships? Are you too distressed by the behaviour to co-regulate?</p> <p>Attachment history- what is their survival strategy? How have earlier experiences shaped the student’s preference for connecting with others? How is this being challenged/affirmed?</p> <p>Social development</p>	<p>Structure and Predictability Visual routines, preparation for transitions, opportunities for sensory input and relaxation</p> <p>Adapt the learning Small steps, time limited, clear and realistic expectations, choice and use the student’s strengths Rhythmic/repetitive intervention/support.</p> <p>Relationships with the staff Compassionate and kindness in the greetings, verbal language and body language; genuine empathy for tough times, exploration of feelings, use of regulate/relate/reason. Use PACE.</p> <p>Relationships with peers</p>

<p>Is there adequate differentiation for learning and sensory needs and personal strengths</p> <p>How are rules shared, talked about and explained?</p>	<p>Rude: self-protective: “I need you to know how I feel so I’m going to make you feel like it too so you will help me”, or “I don’t think you like me/don’t care”. In fight mode.</p> <p>Not engaging: doesn’t feel safe yet. possible indicator of an emerging dysregulation response being used to cope with the situation.</p>	<p>Can they play with or are they better alongside? Can they share and negotiate? Do they show empathy?</p>	<p>Role playing and social stories, mentors, clear roles in any group activity, reduce competition, increase play and fun.</p>
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### A Tool for Understanding and Reframing Behaviour

<b>Describe the behaviour</b> <b>Review and be curious</b>	<b>Reframe the Behaviour</b> <b>from for example: “He’s just lazy” or “She just wants to get attention” to something more helpful</b> <b>Examples of reframing</b>	<b>Reflections</b> <b>How is this behaviour understandable?</b> <b>What’s getting in their way/what are the barriers?</b> <b>How can we help?</b>	<b>Adult response</b> <b>What do we need to intentionally teach? Find the barriers and remove them</b>

## Appendix 6: Risk Assessment

### Key Questions for the Risk Assessment

#### 1. Assess the risk and reducing the potential for harm

Adopting precautionary and preventative steps which help to avoid, prevent, minimise or mitigate incidents where staff can be harmed. Maintaining a sense of proportion in relation to the assessed risk. Best practice will be to involve parents/carers and the STUDENTS in this risk assessment process.

Possible questions to inform the risk assessment

- What harm could occur and how severe could this be? How likely is this harm?
- What information is provided for staff, how is it communicated?
- Is the right level of training provided to relevant staff?
- Are there changes needed to the way people carry out their duties or where they work?
- Has there been sufficient accounting of the site layout and the knowledge of the immediate working environment?
- Incident recording and response to incidents.
- How is any information, reports, involvement with other agencies such as the police and students's social care shared?

The assessment will include:

- Identified vulnerable STUDENTS (those that are most likely to become dysregulated when, where including activities and areas).
- Existing preventative measures and evaluation of the other potential risks.
- Additional preventative and control measures identified, including timescales.
- Communication procedures and review arrangements.

#### 2. Write an action plan

Any actions should be written monitored by Head Teacher/Senior Management and Governors to ensure that all items identified have sufficient resources allocated and have been addressed. The plan should be fit for purpose and tailored to managing the specific risk presented by identified STUDENTS or groups of students and students. The plan should include the following:

- Action required,

- Action by whom
- Risk priority
- Projected timescales
- Date completed

### 3. Monitor, Review and update the assessment

Any risk assessment should be regularly reviewed and updated. It also should be visited again following a significant incident to reflect on any learning or additional protective measures.

## Appendix 7: Safeguarding Procedures for the Behaviour Policy

### 1. Purpose of the Appendix

This appendix outlines the safeguarding principles and practices embedded within the Behaviour Policy to ensure the safety and well-being of all students. It is designed to protect children and young people from harm while promoting a positive, supportive, and inclusive environment.

By integrating safeguarding principles into the Behaviour Policy, St Piers School and College ensures a proactive approach to protecting students and fostering a safe learning environment.

### 2. Legal and Policy Framework

This appendix is aligned with:

- The Children Act 1989 and 2004
- Care Act 2014
- Keeping Children Safe in Education (KCSIE 2025)
- Working Together to Safeguard Children (2023)
- Young Epilepsy/St Piers Child and Adult Protection and Safeguarding Procedure

### 3. Roles and Responsibilities

- **Staff Responsibilities:** All staff must ensure behaviour management practices prioritise the safeguarding of our students and that good practice is adhered to. This includes identifying signs of harm or abuse and addressing behaviour in a way that does not escalate risks.

Concerns about the safeguarding implications of any behavioural issue should be reported immediately to the DSL. The contact details of the DSL and deputy DSLs are displayed prominently in staff areas and on the intranet.

- **Designated Safeguarding Lead (DSL):** Any concerns about a student's safety must be reported to the Designated Safeguarding Lead (DSL) immediately, regardless of how minor they may seem.

The DSL must be informed of the following (including but not limited to):

- Bullying (including online bullying)
- Child on child incidents
- Assault by another adult with care and support needs
- Self-harm or suicidal ideation
- Disclosures of abuse
- Inappropriate use of restraint
- Self-injurious behaviours which require medical attention

### 4. Safeguarding Principles in Behaviour Management

- **Consistency/Fairness/Reasonable adjustments:** Behaviour interventions must be equitable and sensitive to individual needs, given the vulnerability of the students at St Piers and the awareness that challenging behaviours may stem from unmet needs, trauma, anxiety, or sensory overload.
- **De-escalation Techniques:** Staff are trained in non-confrontational and de-escalation techniques to avoid physical or emotional harm to students.

## 5. Safeguarding in Behavioural Incidents

- **Risk Assessment:** Any behavioural incident involving significant physical aggression, self-harm, or significant emotional distress will trigger a risk assessment or a review of the risk assessment and guidance in place.
- **Record Keeping:** All incidents are documented accurately, ensuring potential safeguarding concerns are flagged for further investigation inclusive of interventions and outcomes.
- **Referral Process:** If a behavioural issue indicates potential abuse or neglect the safeguarding team will follow the processes laid out in the Child and Adult Protection and Safeguarding Procedure.

## 6. Training and Support

All staff receive regular training on:

- Safeguarding procedures
- Managing disclosures sensitively

## 7. Monitoring and Review

The safeguarding aspects of the Behaviour Policy are reviewed annually to ensure compliance with current legislation and best practices. Feedback from staff, students, and parents informs this review process.

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## 8. Links to Related Policies

This appendix should be read in conjunction with:

- Safeguarding and Child and Adult Protection Procedure
- Anti-Bullying Procedure
- Online Safety Procedure



