



**Federation of
Westminster Special Schools
& Bi-Borough Inclusion Service**

FWSS Positive Behaviour and Belonging Policy

**Approved by: Full Governing Board: April 2026
Due for Review: April 2027**

1. Purpose and Scope

This Positive Behaviour and Belonging Policy sets out the **statutory, federation-wide framework** for promoting positive behaviour, regulating conduct and ensuring safety across the Federation of Westminster Special Schools.

This policy establishes federation-wide expectations and statutory requirements. School-specific behaviour frameworks and approaches are set out in individual school appendices.

The policy applies to all pupils:

- On school premises
- During off-site activities and educational visits
- On school transport
- Online, where behaviour impacts the safety, welfare or reputation of the school community

FWSS written statement of behaviour principles

These principles have been formally adopted by the Federation Governing Board and underpin all behaviour policies and practices across the Federation.

- All learners have the right to feel safe, valued and respected, and to be able to learn free from the unavoidable disruption of others
- Learners are helped to regulate and self-regulate and, where appropriate, take responsibility for their own behaviour
- All behaviour is a form of communication
- All learners, staff and visitors should be free from any form of discrimination
- A positive behaviour support model supports our mission and values
- Staff and volunteers set an excellent example to learners at all times
- The positive behaviour policy is understood by pupils and staff
- Families and carers are involved in supporting and promoting positive behaviour strategies and to foster good relationships between the school and children/young people's home life
- Rewards and consequences are used consistently by staff, in line with the behaviour policy
- The exclusions statement explains that exclusions will only be used as a very last resort, and outlines the processes involved in suspensions and exclusions.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

2. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all learners have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approaches to maintaining high standards of behaviour that reflect the values of the Federation
- Provide a consistent approach to positive behaviour management that is applied consistently and fairly, with reasonable adjustments made to meet individual need and which encourages positive behaviour and respect for others
- Provide guidance to staff, parents & carers, governors and other stake holders on how to support our learners to self-regulate and feel safe
- Provide a framework to support our belief that all behaviour is communication and that as such it provides valuable insights to our children and young people with complex needs
- Provide a holistic and inclusive model that promotes belonging for all young people
- Ensure our approach is evidence based
- Ensure all learners are protected from all forms of bullying (including cyber-bullying, prejudice-based and discriminatory bullying) and that all staff know how to respond to any incidents
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

3. Legislation, statutory requirements and statutory guidance

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



[Keeping Children Safe in Education](#)



[Children and families Act 2014](#)



[Behaviour in schools: advice for headteachers and school staff 2024](#)



[Searching, screening and confiscation: advice for schools 2022](#)



[The Equality Act 2010](#)



[Suspension and permanent exclusion from maintained schools, academies and learner referral units in England, including learner movement](#)



[Use of reasonable force in schools](#)



[Supporting learners with medical conditions at school](#)



[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)



[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

The provisions set out in learners EHC plans must be secured and the school will co-operate with the local authority and other bodies in this regard and the school may request an emergency review of the EHC plan.

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. We do not tolerate bullying but understand that some of our child/young people may not fully understand how their behaviour impacts on others or by be experienced as bullying by a peer.

Therefore; instances of bullying or behaviour that may be experienced as bullying should always be addressed by staff and reported to leaders.

This includes any instances of discriminatory language – whether or not the child/young person understands the implications of their words.

Sexual harassment and sexual violence

We do not tolerate sexual harassment or sexual violence but understand that that some of our child/young people may not fully understand how their behaviour impacts on others.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Learners are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The Federation has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These can include:

Carrying out risk assessments, where appropriate, to help determine next steps, and whether to include external agencies to support our response.

Please refer to our child protection and safeguarding policy for more information

<https://www.qe2cp.westminster.sch.uk/attachments/download.asp?file=6456&type=pdf>

5. Roles and responsibilities

5.1 The governing board

The FWSS Governing Board is responsible for:

- Reviewing and approving the written statement of behaviour principles (see page 2)
- Reviewing this behaviour policy in conjunction with the headteachers
- Monitoring the policy's effectiveness
- Holding the headteachers to account for its implementation

5.2 Headteachers

The school's headteacher's are responsible for:

- Reviewing this policy in conjunction with the Governing Board.
- Giving due consideration to the Federations statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff are supported to understand the purpose of behaviours by our children and young people
- Monitoring that the policy is implemented by staff consistently
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy
- Ensuring that the data from the behaviour logs are reviewed regularly, to make sure that no groups of learners are being disproportionately impacted by this policy

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for learners
- Adopting the school's agreed behaviour approach, as set out in the relevant school appendix, in line with this federation policy.
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular learners
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly in line with school expectations
- The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Work with the school to support a Positive Behaviour and Belonging Approach to supporting their child/young person.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child/young person's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Learners

We will support all learners to be able to self-regulate and successfully manage their own behaviour and emotions and, where appropriate, know how to get help.

Learners will be asked to give feedback, as appropriate, on their experience of the culture of the school to support the evaluation, improvement and implementation of this, and other, policies and practices.

6. Safeguarding

The school recognises that changes in behaviour may be an indicator that a learner is in need of help or protection.

We will consider whether a learner's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information <https://www.qe2cp.westminster.sch.uk/attachments/download.asp?file=6456&type=pdf>

7. Learner transition

7.1 Inducting incoming learners

The school will support incoming learners to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

7.2 Preparing outgoing learners for transition

To ensure a smooth transition to the next year, learners have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to learner behaviour issues may be transferred to relevant staff at the start of the term or year.

7.3 Reasonable force – see our separate policy on the use of restrictive interventions

Reasonable force covers a range of interventions that involve physical contact with children/young people. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a learner from:

- Hurting themselves or others (causing and injury to themselves or others)
- Damaging property
- Committing an offence
- Causing disorder (amongst pupils at the school, whether during a teaching session or otherwise)

Incidents of reasonable force 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/carers

Any use of reasonable force must comply with the Equality Act 2010 and take account of a pupil's SEND, medical needs and EHCP provision

7.5 Malicious allegations

Where a learner makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the learner in accordance with this policy.

Where a learner makes an allegation of sexual violence or sexual harassment against another learner and that allegation is shown to have been deliberately invented or malicious, the school will consider how to respond to that situation.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the learner who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and allegations against staff

- <https://www.qe2cp.westminster.sch.uk/attachments/download.asp?file=6456&type=pdf>
- <https://www.qe2cp.westminster.sch.uk/attachments/download.asp?file=6377&type=pdf>

Any response will avoid criminalising disability-related behaviour and will take account of the child's age, development, SEND and communication needs.

Monitoring and Review

- The Governing Body and senior leaders will monitor the implementation of this policy through regular reviews of recorded incidents of behaviour that challenges and the use of restrictive practices.
- Where learners attend alternative provision, the school ensures that all safeguarding checks, including those outlined in the February 2025 DfE guidance, are rigorously applied and monitored to maintain learner safety and wellbeing.
- This policy will be formally reviewed annually, or earlier if significant changes occur in statutory guidance or the school context.

The Federation will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders

The data will be analysed from a variety of perspectives including:

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

See separate policies recording and reporting arrangements in relation to:

- Use of restrictive interventions policy (including reasonable force and seclusion)
- Searching and confiscation for the prohibited list is carried out in line with DfE statutory guidance.

Appendix 1



College Park

Positive Behaviour and Belonging Policy

Our School Values

Collaboration | Positivity | Success

College Park's behaviour culture is rooted in these values so that every pupil can belong and thrive.

This Behaviour and Belonging Policy is an appendix to the Federation Behaviour Policy. The Federation policy sets out the statutory framework, legal duties and behaviour principles that apply across the Federation. This appendix describes how those principles are enacted at College Park.

Introduction

College Park is a community where every pupil is supported to feel safe, understood and a valued member of our school. We recognise that behaviour is a form of communication. Our approach prioritises connection, predictability and co-regulation, so that learners develop the confidence and skills to engage, regulate, learn and flourish. We embed learner's rights across practice (for example, safety, dignity and access to special education) and we respond with curiosity and compassion when learners are distressed. Our goal is to create the conditions for learners to re-engage in learning quickly and to participate positively in school life.

Teaching and Learning

Positive, Neuro-affirming Approaches

- Curriculum is ambitious and broken into small, achievable steps, aligned to each pupil's developmental, communication and sensory profile.
- Learning is meaningful, motivating and interactive; learner experience success often and know what helps them to thrive.
- Functional communication opportunities are embedded throughout the day (spoken language, AAC, signing, symbols).

- Predictable routines and visual frameworks (e.g., First–Then, Working-For, timetables) support understanding and independence.
- Each learner has an up-to-date Personal profile describing communication style, sensory profile, motivators and co-regulation strategies.

Environment

- Rooms are calm, structured and clearly signposted with visual supports and accessible layouts.
- There are identified quiet/low-stimulus areas and flexible seating to reduce anxiety and support regulation.

Teaching Styles

- Balanced offer of whole-class, 1:1, paired/small-group, and independent work, increasing independence over time.
- Interactive and play-based approaches (e.g., Intensive Interaction) to develop engagement and communication.
- High opportunities for expressive and receptive communication and for learners to make meaningful choices.

Motivation and Success

- Reinforcement is frequent, predictable and personalised; success is celebrated to build confidence and resilience.
- learners choose and can change motivators where appropriate
- transactional supports (e.g., “I am working for...”) are used consistently to support motivation, and active engagement

Behaviour and regulation

- We promote the positive behaviours that support communication, learning and independence.
- Individual sensory, communication and emotional needs are recognised and supported; interventions are informed by Pupil Profiles and PHPs.
- We analyse behaviour data to identify patterns, adapt environments and improve support over time.
- Staff responses are trauma-informed and prioritise connection over correction.

Communication and Engagement

- Communication is embedded throughout the day in a structured and spontaneous way
- We model, teach and scaffold communication using each pupil’s system, creating many reasons to communicate.

- Total communication and co-regulation are used to reduce anxiety and increase participation.

Home–School Partnership

- Regular two-way communication with parents/carers (e.g., home/school communication book, emails, calls) and termly PEP reviews.
- Offer training/support for families on visual supports, communication systems and regulation strategies.
- Share episodes of significant dysregulation on the day via email, face to face and telephone call where appropriate.

Emotional Regulation, Mental Health and Wellbeing

Autistic learners may experience differences in interoception, sensory processing and emotion identification. Our school provides predictable routines, positive relationships and consistent communication meets most needs. Where additional help is required, we adopt a graduated response and make timely referrals to specialist services.

Our Offer

- Zones of Regulation (whole class as appropriate)
- Peer interaction opportunities
- Intensive Interaction
- Predictable routines and safe spaces
- Autism Level Up / Interoception modules
- Other adapted interventions as appropriate

Specialist:

- Drama Therapy
- Music Therapy
- Educational Psychology
- CAMHS

Appropriate Touch

- Touch can be appropriate to provide sensitive care and build trusting, attuned interactions.
- Any touch must be necessary, proportionate, age-appropriate and respectful; consent and comfort cues are actively sought.
- Purposes include: physical prompts (age/stage appropriate), Intensive Interaction, play, therapy (e.g., OT sensory diet, TAC PAC), emotional reassurance, and intimate/personal care in line with policy.

- Staff are alert to signs that touch is not welcome (over-excitement or withdrawal) and adapt immediately.
- Where possible, staff should minimise the use of touch in order to provide learners with opportunities to complete tasks independently and to avoid a reliance on touch and prompts in later life. Staff should always allow appropriate amounts of time to allow the learner time to respond and complete a task or follow an instruction on their own.
- As far as possible, the learner involved should consent to any touch given and staff should be sensitive to any verbal and non-verbal communication they give that might indicate that they don't want to be touched. It is never appropriate for staff to touch any learners in their intimate areas unless as part of intimate care or medical care (please see intimate care policy and first aid policy). The aim is to support learners to care for themselves independently where possible.

Understanding and Supporting Distressed Behaviour

Distressed behaviour communicates need. We seek to understand function and context and adapt our approach accordingly.

Examples (not exhaustive)

- Physical behaviours and aggression
- Sexually inappropriate behaviours
- Damage to property
- Socially inappropriate behaviour (including online)
- Self-injury or repetitive behaviours
- Disrupting the learning of others

Planning for Support – PHPs and Risk Reduction

- The health and safety of staff and learners is paramount at College Park. All behaviours that challenge can be a potential risk to staff and other learners in the classroom or other environments and should therefore be regarded seriously. Any learner who has exhibited behaviour that challenges could be a potential risk to staff or other learners and MUST have a Positive Handling plan (PHP)
- It is the class teacher's responsibility to consider the behaviours of the learners in the class and liaise with staff such as SaLT, OTs and others when writing a personal profile and positive handling plan.
- It is the class teacher's responsibility to review them regularly and update any changes. It is the responsibility of other staff teaching or supporting the learners to make themselves aware of personal profiles and positive handling plans.

Procedure where Injury Occurs

- Follow the PHP during and after the incident; ensure first aid is provided.
- Record the incident on CPOMS, including any physical intervention and injuries.
- If first aid is administered, record on Medical Tracker by the first aider.
- Inform parents by phone and follow-up message, email/letter; Senior leaders must be informed of the communication with parent
- The Assistant Heads, Deputy Heads or Headteacher need to be informed of any serious behaviours that challenge or serious injuries.

Wider Procedures and Accessing Support

- Class teachers can refer to Assistant Head Pastoral in first instance or another senior leader for support and observation.
- Behaviour process to be followed, which may result in a Multi-Disciplinary Team (MDT) via the class teacher and Assistant Head; MDT meets monthly and liaises with staff.

Lines of Referral and Escalation

- Class team manages day-to-day using Personal profile and classroom systems.
- If concerns persist or risk increases: refer to Assistant Head (Pastoral)
- Discussions at senior leadership
- If multi-agency input is indicated: refer to MDT; consider EP/therapeutic pathways.
- Immediate risk to safety: alert SLT and follow crisis procedures.

Consequences and Learning from Behaviour

- Approach is educational, restorative and connection-centred; we teach replacement skills and reinforce success.
- Follow-up occurs when the pupil is regulated; we use visuals, simple language and developmentally matched tools.
- We avoid punitive or shaming responses and focus on restoring safety and relationships.

Restorative Approaches.

- When students are calm and regulated, staff engage in restorative conversations adapted to the learners communication level:
- What happened? (using visuals if needed)
- How did it make you/others feel?
- Who was affected?
- What can we do to make it better?
- What could help you next time?

Structured Responses and Boundaries

- Consequences are pre-agreed with SLT and always proportionate, instructional and time-limited (e.g., brief loss of minutes from a chosen activity, reporting to SLT, parental update, supported work outside class).
- Visual supports should always be used
- College Park does ****not**** use isolation/seclusion as punishment, withdrawal of basic needs, retrospective removal of previously earned rewards, shaming or threats.

Bullying

Bullying, discrimination and child-on-child abuse are addressed in line with the Federation Behaviour Policy. The following outlines College Park's relational and neuro-affirming approach to prevention and response.

Staff have a responsibility to actively supervise and identify any concerning patterns of behaviour. Further observation or analysis may be required to understand the behaviour. If bullying is identified we will support the targeted CYP while addressing the behaviour of the learner displaying bullying. The actions or interventions will be appropriate to the communication stage of the students, and in line with their behaviour support plan. We use restorative practices to repair harm and teach appropriate social skills.

All incidents will be documented, including the nature of the behaviour, responses implemented, and outcomes. This information will be reviewed by leadership and other appropriate staff. We will communicate with families about incidents of bullying and collaborate on strategies to support their learner.

Learners with special educational needs (SEN) and autism may struggle with social understanding, which can contribute to behaviour that impacts on other learners. College Park creates a positive culture for learners learning how to manage relationships, including the explicit teaching of friendship skills and respect. Through our teaching and learning framework we provide regular opportunities for peer to peer collaboration. Where problems arise through the learners social communication differences, targeted intervention from class teacher, SaLT or other key staff to teach specific social skills. There may also be a need to teach online safety, including appropriate conduct online.

Discriminatory Language and Incidents

Incidents relating to race, disability, gender, religion or sexual orientation are not acceptable. All concerns are recorded and addressed in line with bullying procedures and statutory duties.

Child-on-Child Abuse

All staff receive safeguarding training and report concerns on CPOMS, including online harms. See Safeguarding and Child Protection Policy for full details.

Crisis Intervention

High-needs moments require calm, coordinated responses focused on safety, dignity and emotional recovery.

Crisis Procedures (At-a-glance)

- Person A stays with the pupil; uses low arousal, minimal language, agreed visuals and co-regulation strategies.
- Call for help if needed. Person B supports calmly, follows Person A's lead, and secures the environment.
- Consider moving the learner to a quieter space or moving others away, based on dynamic risk assessment.
- If a planned physical intervention is required, only trained staff use the named Team Teach holds as set out in the PHP/RA.
- Continuously review safety; once calm, follow restoration and recording procedures.

Use of Safe spaces

Use of Safe Spaces at College Park is not seclusion, is never used as a punishment, and is time-limited, risk-assessed and continuously monitored.

- Use of Safe spaces is a planned strategy recorded on CPOMS; parental permission is sought and can be withdrawn.
- Staff offer choice, time, visuals and motivators; monitor continuously; keep the zip open where safe; if closed, a senior leader must attend and the pupil must be visually monitored and reassured.
- Record all use on CPOMS; promote positive, pupil-led use at regulated times to build familiarity.

Unplanned Use of the Safe spaces

Occasionally crisis situations arise that could not have been planned for. A learner may need to access the Safe spaces, without prior permission being sought, to ensure their safety i.e. there is a significant risk of harm to themselves, to others or to property. This would be based on the staff member carrying out a dynamic risk assessment and it being reasonable, proportionate and absolutely necessary. In this instance, a member of the Senior Leadership Team must be called. Parents must also be informed and permission sought for future use

Assessing and Managing Risks

The term "risk" refers to any circumstances, which could lead to adverse outcomes for the learner, staff or others. Whenever a risk is foreseeable, a Risk Assessment should be carried out to identify risks and assess the potential dangers they pose.

Staff should:

- Monitor the level of risk currently posed by the student
- Record any physical intervention used
- Write a clear risk assessment
- Review the risk with relevant members of staff regularly and address them in the pupil profiles

Staff Wellbeing and Debriefing

- Supporting complex needs can be emotionally and physically demanding; staff wellbeing is essential to a positive culture.
- After significant incidents, staff take a recovery break and receive first aid if required.
- Daily class-team debrief reviews events, emotions, learning and any needed updates to PHP/RA.
- Escalated debrief with a senior leader is available the same day or other agreed time.
- Ongoing support may include Educational Psychologist consultation, employee assistance and Education Support helpline.

Safeguarding and Child Protection

Learners must always feel safe, calm, valued and treated with dignity. Our behaviour approach complements safeguarding procedures and keeps learners safe from harm. See the Safeguarding and Child Protection Policy for full details.

Inclusion, Equality and Anti-Discrimination

We provide equitable access to the curriculum and wider opportunities for all CYP, with personalised support and risk management to remove barriers. PHPs and RAs ensure consistency and fairness, so all CYP can participate and thrive regardless of race, gender, disability, religion or socioeconomic background.

Appendix 2:



QEII Jubilee School

Community is Our Strength

Positive Behaviour and Belonging Policy

Our School Values:



Awareness



Commitment



Respect



Integrity



Personal Drive



Resilience



Collaboration

Our QEII culture is rooted in these values

Introduction:

At Queen Elizabeth II Jubilee School (QEII), we take a whole school approach to behaviour and safeguarding to provide a safe environment in which learners can thrive, learn and achieve their full potential. We believe all our learners have the ability and the right to learn and achieve.

We maintain high standards of behaviour and use a variety of interventions to support learners to fully access the curriculum and the whole range of different learning opportunities available.

We promote flexible, person-centred learning programmes and a wide range of positive experiences so that learners can develop:

- Play and communication skills
- Positive relationships
- Independence and the confidence to believe in themselves and make positive choices for their future.

We follow the Equals curriculum at QEII. This teaches children with learning disabilities to *be*, happily and safely, with dignity and autonomy, within their learning contexts and in the wider community.

Our approach to behaviour and safeguarding acknowledges:

- the interplay between adverse childhood experiences and behaviour; trauma and attachment;
- contextual safeguarding themes and behaviour;
- sensory profiles of need and behaviour;
- and how unmet or unrecognised needs and health comorbidities impact emotional regulation should be reflected.

We work to ensure our school is an environment which is safe, supportive and free of intimidation. We actively promote a culture of awareness, tolerance and inclusion where all forms of bullying are unacceptable.

This behaviour policy has been shaped by the learner voice and the lived experience of having a disability, as well as incorporating the family perspective on meeting the behavioural needs of a loved one with a disability. With reference to *Working Together to Safeguard Children* (2023), this presents an opportunity to promote a child-centred approach within a whole-family focus, in line with the Children Act.

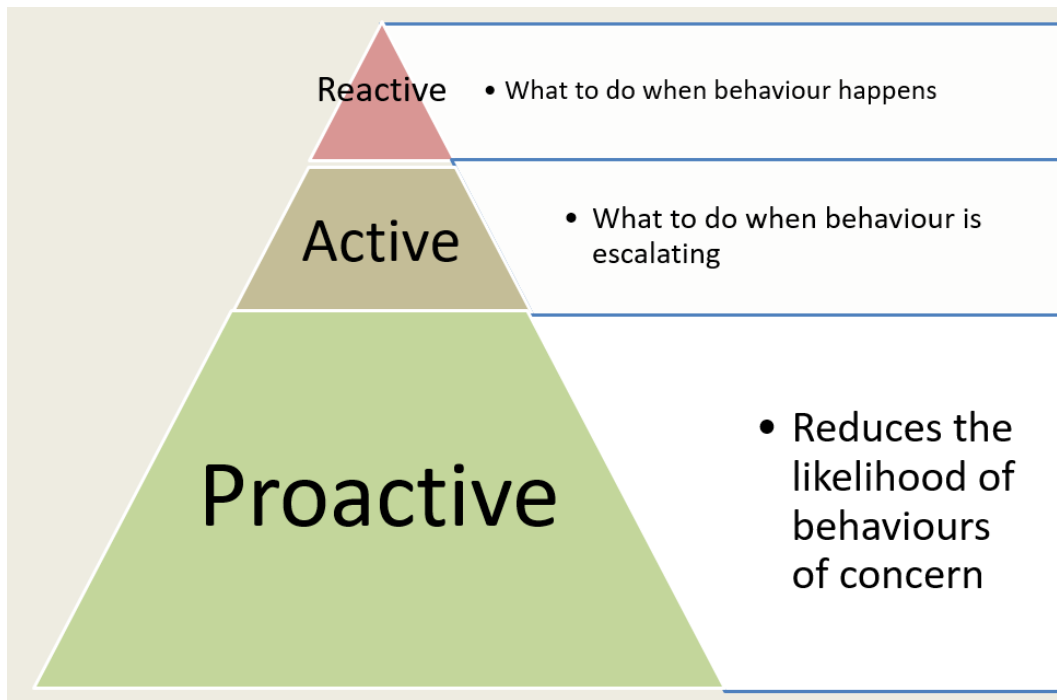
The aim of this policy is to provide a well-managed, calm, happy and safe environment for effective teaching and learning. It also aims to promote consistency and continuity in matters of classroom practice, general positive behaviour around the school and to provide a sound foundation for the QEII's efforts to raise learners' progress and attainment.

This policy also addresses the wider variety of alternative and augmentative means that children and young people use to communicate, and what we should be doing to enable learners and staff to use these to support safeguarding-

The purpose of this policy is to provide a simple and practical code of conduct for staff, learners, parents/carers and the multi-professional team which:

- Explains the roles and responsibilities of all the school community
- Provides strategies and guidance for Positive Behaviour Support (PBS)
- Allows behaviour to be interpreted through positive, primary, proactive, preventative and teaching new skills interventions (Tier 1 strategies)
- Promotes self-esteem, well-being and taking responsibility for one's own actions
- Clearly defines expectations and outlines processes for upholding these expectations
- Promotes the coproduction of developmentally appropriate, relational-based strategies

It is the responsibility of all staff to act as positive role models within a three-tiered PBS framework, with the main focus on Tier 1 interventions that are primary, proactive, preventative, and focused on teaching new skills.



All staff will:

- Help ensure that all learners, regardless of race, class, gender, sexuality and special educational needs, have fair and consistent treatment, which promotes positive attitudes and behaviour and where learners recognise that bullying of any form will not be tolerated
- Set high standards and clear consistent approaches, following PBS strategies so that the expectations and practice become more embedded within the learning environment.
- Create a calm, happy and safe classroom environment for effective teaching and learning by implementing proactive, preventative and teaching new skills strategies (Tier 1 interventions).
- Record any incidents of behaviours which challenge on school's information management system
- Follow this behaviour policy and procedures when managing behaviours of concern.

Primary, proactive, preventative, and skill-teaching strategies (Tier 1) are key elements in ensuring learners can access learning. According to the British Institute of Learning Disability (BILD), when these interventions are implemented, 80% of learners should be well regulated. All staff need to design their environments and plan their lessons and activities taking these strategies into consideration. Examples of Tier 1 interventions within the classroom environment may include:

- Zones of Regulation, including teaching coping skills
- Individual timetables and visual supports to aid communication
- Person-centred planning

- A low-arousal environment
- Meaningful, motivating, and purposeful activities

Parents/Carers

Parents and carers are expected to:

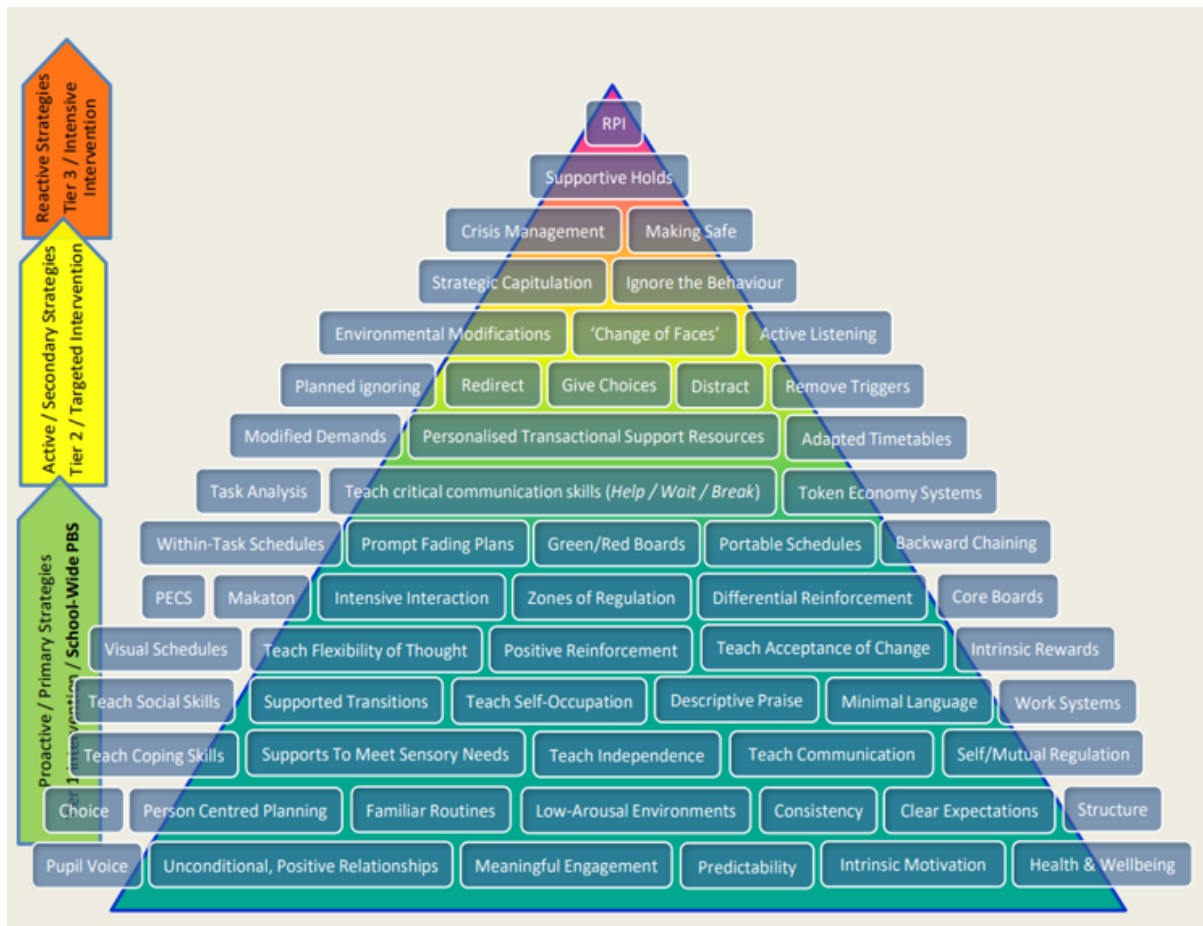
- Inform the school of any changes in circumstances that may affect their child or young person's behaviour
- Discuss any of their own concerns about their child or young person's behaviour with the school promptly
- Attend meetings to discuss their child or young person's personal development and behaviour
- Respond to phone calls when school staff call to inform them of any incidents of behaviours that challenging

Positive Behaviour Support (PBS)

Positive Behaviour Support (PBS) is a framework for understanding and addressing behaviour of concern or behaviour that challenges. PBS's aim is to improve the quality of life of learners, staff, and their families.

The framework focuses on teaching new skills by giving learners better ways to access what they want and need. PBS follows a three-tiered model:

- **Tier 1 interventions** are primary and proactive and should be implemented in every class for all learners. These may include a low-arousal environment, teaching new skills, teaching coping skills, teaching communication, supported transitions, positive reinforcement, descriptive praise, unconditional positive relationships, intensive interaction, and intrinsic rewards.
- **Tier 2 strategies** are active strategies used to respond to early warning signs and intervene as early as possible. They aim to de-escalate anxiety and distress and support the learner to return to baseline. These may include offering choices, staying calm, modifying the environment, changing the adult, using a softer voice, and minimal language.
- **Tier 3 strategies** are used to manage behaviours that cannot be prevented and to ensure everyone's safety. These may include giving space, strategic capitulation, crisis management, supportive holds, changes of environment, staying calm, and active listening.



Staff Training and Support

Our staff are provided with training on different aspects of PBS during CPD sessions. There is an induction programme for new staff in which PBS, and Safeguarding sessions are included and on-going support for individual's professional development or in response to specific situations.

A training log is maintained within school.

We currently have Team Teach trainers and we deliver this training when required. The focus of Team Teach training is prevention, de-escalation, diffusion techniques and Restrictive Physical Intervention (RPI) is only ever used as the absolute last resort to support the safety of a learner and those around them.

PBS Coach

Positive Behaviour Support coaches are staff member well trained in PBS approaches. Their role is to:

- Exemplify and led the PBS approach across the school
- Support and train staff in PBS approaches, recording incidents and analysing data
- Deliver training and coaching sessions to teams when needed

- Support coached teachers in completing the Behavioural Functional Assessment Tool (BFAT) when required
- Explain Tier1 strategies to teams and ensure these have been implemented
- Quality assure Stress and Coping Plans
- Meet with a coached teachers to discuss behaviours

Positive Behaviour Support Plans (Stress and Coping Plans)

At QEII some learners, who exhibit behaviours that challenge, and require Tier 2 and Tier 3 interventions, have Positive Behaviour Support Plans (Stress and Coping Plans). The plans are person centred in their approach and provide detailed information to all aspects of a person's behaviour and how to support them.

The decision on who may need one is based on meeting one or more of the following criteria:

- High frequency and severity of behaviours of concern
- The behaviours are risky or harmful
- Data shows behaviours of concern increase in frequency and/or intensity despite the use of universal Tier 1 strategies
- There is evidence of the negative impact the behaviours that challenge have on learner's, their peers' and/or staff Quality of Life
- Restrictive practices, RPI in particular, are a planned or unplanned response to those behaviours

Nurturing Touch

Appropriate physical contact/touch can be necessary to provide care, comfort and guidance and to build trusting interactions and to support our learners in a variety of ways.

This should always be purposeful, proportionate and respectful and consent should always be actively sought by staff members.

Restrictive Physical Intervention (RPI)

The governing body has a duty to ensure the health, safety and wellbeing of everyone at school. RPI is deployed when all other aspects of this policy have been exhausted. In limited circumstances, staff may use reasonable force to restrain a learner to prevent them from:

- Hurting themselves or others
- Damaging property in the context of a risk vs benefit dynamic risk assessment of what's in the best interests of the wider learner group

Incidents of RPI must:

- Only be used by trained staff except in the exceptional event when no trained staff is available (under our duty of care)

- **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 on our management information system and reported to parents

In making any assessment with regard to the use of a restrictive intervention the member of staff should always consider:

- Is it necessary?
- Is it proportionate?
- Have you considered the learners welfare?

We are committed to the aims of the Restraint Reduction Network. The Federation *Use of Restrictive Interventions Policy* sets out our position in more detail in line with the Department of Education Guidance.

Bullying and Discriminatory Language

We do not tolerate bullying but understand that some of our child/young people may not fully understand how their behaviour impacts on others or be experienced as bullying by a peer.

Therefore; instances of bullying or behaviour that may be experienced as bullying should always be addressed by staff and reported to leaders.

This includes any instances of discriminatory language – whether or not the child/young person understands the implications of their words.

Child on Child Abuse

Children can abuse other children, at times without understanding or intent. The abuse can take many forms and can include (but is not limited to) bullying (including cyberbullying), sexual violence and sexual harassment, physical abuse such as hitting, kicking, biting, hair pulling, or otherwise causing physical harm and sexting.

What might this look like at QEII?

- Learners with learning disabilities who target others, may not understand their actions may be considered as bullying and how they make others feel
- Learners may not see the big picture or the context of bullying
- There may be one learner or multiple learners/adults who are targeted by similar repeated behaviour
- We always consider the individual needs of the learners, and Speech and Language (SaLT) and Occupational Therapy (OT) teams support us to understand the purpose of these behaviours and help us develop strategies to address them.

Staff receive training in safeguarding and child protection to ensure they are aware of these risks and how to respond.

Stakeholder views:

In developing this policy we sought learner and parental views, to help us focus on the lived experience of learners and their families.

Extract from parental feedback:

A parent of any child wants them to be safe, nurtured and inspired to thrive. A parent of a disabled child wants all these things but also ever mindful of how vulnerable their young person is to the kindness of strangers. In a special needs school setting, this is amplified because staff are not only giving their best in terms of education, but they also face the complicated demands of a child with physical, mental, emotional additional needs.

At QEII, the level of care goes beyond the call of duty. The staff, support team, nurses and therapists, even the administration and caretaking team, all act as one to look after both the child and their family. There is genuine love within this community, a rare and special approach unique to the school. At all times, they are thinking about each young person's individual needs, in terms of their education, inspiring their personal growth, encouraging independence, facilitating sharing space and respecting one another, developing positive and caring relationships with adults and fellow learners, and above all, to live the very best lives they can.

There are of course always moments when things don't go to plan, and the team at QEII act quickly and compassionately to deal with a challenging situation so that it is resolved as soon as possible, with everyone's needs – learner, staff, family – taken into account. They follow proper procedure at every turn, and operate a policy of transparency and kindness.

Learner's views: we have obtained learners' view on how safe they feel at our school and what helps them by using this survey.

 Learners'	 voice	 Name
 Do you	 like	 being
 at	 school?	
 Do you feel	 safe	 at
 school?		
 What	 adults	 do
 to	 help	 you
 feel safe?		
 What	 you	 don't like
 that	 adults	 do?

Useful Links:

<https://www.challengingbehaviour.org.uk/information-and-guidance/positive-behaviour-support/>

<https://www.bild.org.uk/about-bild/>

<https://restraintreductionnetwork.org/>

<https://www.thesensoryprojects.co.uk/resources/PMLD-service-standards>

The [Disability Distress Assessment Tool \(DisDAT\)](#) is based on the idea that each person has their own 'vocabulary' of distress signs and behaviours.

[Non-Communicating Adults Pain Checklist \(NCAPC\)](#) is an 18-item checklist that helps you assess chronic pain in non-communicating adults.

<https://www.local.gov.uk/publications/diagnostic-overshadowing-and-how-it-impacts-people-learning-disability-and-autistic>

<https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention>

