

Behaviour and Positive Handling Policy

Approved by: Full Governing Board

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1. Aims

This policy aims to:

- Promote a positive culture of respect, safety and learning
 - Foster a relational, inclusive and trauma-informed approach to behaviour
 - Ensure consistency in behaviour expectations and responses
 - Support all pupils, regardless of their background, identity or level of need, to self-regulate, feel safe, be heard, and thrive in an inclusive learning environment that actively promotes equality and celebrates diversity
 - Embed a preventative, reflective and restorative approach to managing behaviour
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2. Legislation and Guidance

This policy is informed by:

- [DfE: Behaviour in Schools \(2022\)](#)
- [DfE: Suspension and Permanent Exclusion Guidance \(2023\)](#)
- [DfE: Searching, Screening and Confiscation \(2022\)](#)
- [DfE: Keeping Children Safe in Education \(2024\)](#)
- [SEND Code of Practice \(2015\)](#)
- [Equality Act 2010](#)
- [Children and Families Act 2014](#)
- Education Act 2002 and 2011
- [Section 175 of the Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils, which outlines a school's duty to safeguard and promote the welfare of its pupils
- [Sections 88 to 94 of the Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour, publish a behaviour policy and a written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

3. Principles

At Parayhouse School, our principles are rooted in a deep understanding of each child as a unique individual with their own communication profile, sensory needs and lived experiences. We believe that every pupil deserves to feel safe, respected, and valued. Our ethos champions inclusion, dignity, and wellbeing, and we work collaboratively with families and professionals to create a learning environment where pupils are empowered to succeed through trust, empathy and relational support. We believe that all behaviour is communication.

Our approach is:

- Person-centred, recognising individual needs and strengths
- Predictable and consistent, but flexible to context
- Rooted in understanding, not blame
- Focused on regulation, not punishment
- Grounded in high expectations and unconditional positive regard

We commit to:

- Supporting children to understand and manage their emotions
 - Developing trusted relationships between staff and pupils
 - Valuing the pupil voice
 - Responding proportionately and restoratively
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4. Definitions (Reframed)

This section reflects a needs-led, trauma-informed understanding of behaviour that moves away from deficit-based or punitive models.

Regulated Behaviour: Behaviour that supports a pupil's wellbeing, safety, learning, and ability to engage positively with others.

Dysregulated Behaviour: Behaviour that reflects an unmet need, emotional dysregulation, or communication difficulty. It may signal that a pupil is feeling overwhelmed, distressed, or unsafe — and is attempting to communicate, protect or regulate themselves.

Examples may include, but are not limited to:

- Withdrawal, shutdown or refusal
 - Absconding or running away
 - Shouting, vocalising, or crying
 - Physical behaviours (e.g. hitting, pushing, biting)
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- Self-injurious behaviour
- Repetitive movements or scripting
- Sensory-seeking or avoidance responses
- Damage to property

All behaviour is viewed in context, with consideration given to:

- The pupil's communication profile
 - Known triggers, past trauma, or sensory sensitivities
 - The environment and staffing context
 - The pupil's developmental and emotional needs
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5. Roles and Responsibilities

Governing Board

- Approves and monitors behaviour principles and policy implementation.

Headteachers

- Embed behaviour culture across school
- Ensure all behaviour incidents and support are reviewed through a lens of inclusion

Deputy Head and Behaviour Lead

- Leads on all behaviour-related matters across the school, in collaboration with Headteachers and DSL as appropriate
- Reviews and analyses behaviour incidents and data regularly
- Presents termly behaviour reports to the PDBW Committee
- Identifies training needs and coordinates behaviour-related CPD
- Designs and delivers setting-specific behaviour training for staff
- Provides coaching and support to staff on behaviour strategies
- Ensures consistency in application of behaviour policies and practices

Staff

- Model calm, respectful, attuned responses
- Build relationships and co-regulate with pupils
- Understand each pupil's behaviour support plan
- Use visuals, social stories, and personalised tools

Parents and Carers

- Work in partnership with school
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- Attend reviews and provide insight into their child's needs

Pupils

- Supported to co-create their own behaviour and regulation strategies
 - Encouraged to express feelings safely
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6. Positive Behaviour Support and Curriculum

We aim to create an environment where positive behaviour is taught, modelled, acknowledged and reinforced consistently. Our behaviour curriculum is underpinned by our whole-school values and communication-friendly practice.

Our Core Expectations (displayed visually across the school):

- We are kind
- We are respectful
- We keep ourselves and others safe
- We are ready to learn

Pupils learn appropriate behaviours through:

We use: *(see Appendix A: Behaviour Support Approaches for more detail)*

- Zones of Regulation
 - SoSafe! curriculum
 - Social stories and comic strip conversations
 - Relationship-based and communication-friendly classrooms
 - Visual timetables and transition supports
 - Pupil voice and wellbeing check-ins
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7. Regulation Spaces

Providing a range of breakout and regulation spaces is an essential part of our proactive and inclusive behaviour support strategy. These spaces offer pupils a safe and structured alternative to the classroom when they need time to regulate, reflect, or access sensory support. Breakout spaces are designed to adapt the learning environment to meet individual needs, prevent escalation, and reduce distress. They form part of each pupil's personalised support and allow for dignity, autonomy, and emotional safety in managing their feelings and behaviours.

Sensory Room

- A therapeutic environment designed to support pupils' emotional and sensory regulation through calming and stimulating sensory input.
- Equipped with lights, textures, sounds, and equipment tailored to individual sensory profiles.
- Used proactively as part of a child's personalised regulation plan or in response to early signs of dysregulation.
- Supports emotional reset, enhances focus and readiness for learning.
- Not used as a reward or consequence, and never in response to dysregulated behaviour as a form of isolation or withdrawal.

Calm Room

- A low-arousal, quiet and secure space designed to help pupils de-escalate and self-regulate in a supported or independent manner.
 - Provides a personalised environment with access to calming tools such as weighted blankets, soft furnishings, or sensory aids tailored to the pupil's needs.
 - Used proactively when a pupil recognises they need time away from a more stimulating setting, or responsively when they show signs of distress or overwhelm.
 - Always monitored and used in line with the pupil's individual behaviour support plan to ensure it supports rather than isolates.
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8. Responding to Behaviour

Proactive Strategies Used Across the School:

- Daily check-ins and wellbeing visuals
- Clear, visual schedules and pre-warning of transitions
- Social stories and role play
- Personalised regulation plans and resources (e.g. ear defenders, fidget items)
- Access to trusted adults for co-regulation
- De-escalation scripts (e.g. "I can see you're not ready yet, I'll come back in a few minutes")

Tiered and relational response

This approach aligns with the principles of CPI (Crisis Prevention Institute) and is designed to support pupils through a calm, safe, and structured progression from dysregulation to restoration. Each tier reflects a stage in the pupil's emotional and behavioural state, with corresponding CPI-informed safety interventions that prioritise non-restrictive, supportive strategies:

1. **Attune** – Observe, name, and validate the pupil’s emotional state using active listening and non-verbal cues, consistent with CPI’s emphasis on empathetic engagement.
2. **Regulate** – Offer co-regulation through calm tone, personal space, use of supportive stance, and access to regulation tools or spaces (e.g., calm room), in line with CPI’s supportive interventions.
3. **Relate** – Rebuild trust through positive interaction, use of CPI’s directive strategies when necessary, always delivered with dignity and respect.
4. **Reason** – When the pupil is calm, use restorative dialogue and problem-solving aligned with CPI’s integrated experience model, to promote learning and future self-regulation.

Staff are trained to understand when and how to escalate interventions safely and appropriately, with a focus on early intervention, de-escalation, and post-incident learning.

9. Positive Handling and Use of Physical Intervention

Parayhouse School is committed to using positive handling as part of a holistic behaviour approach, guided by the principles and practices of CPI (Crisis Prevention Institute). CPI’s core principles — Care, Welfare, Safety, and Security — underpin all responses to challenging behaviour and inform the structure of our graduated approach to de-escalation, support, and intervention.

Physical intervention will only ever be used as a last resort, and always in line with current legal frameworks, safeguarding responsibilities, and staff training. Staff apply the principles of CPI to:

- Preserve the dignity, rights, and emotional safety of all pupils
 - Prioritise proactive and preventative strategies
 - Ensure all interventions are person-centred, least restrictive and trauma-informed
 - Restore safety and connection post-incident through debrief and reflective practices.
- Physical intervention will only ever be used as a last resort, and always in line with current legal frameworks, safeguarding responsibilities, and staff training.

In accordance with Section 93 of the Education and Inspections Act 2006, all members of staff have the legal power to use reasonable force to:

- Prevent a pupil from committing an offence
 - Prevent a pupil from injuring themselves or others
 - Prevent damage to property
 - Maintain good order and discipline in the classroom
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All physical interventions used:

- Must be reasonable, proportionate, and necessary
- Must not be used as punishment
- Must maintain the dignity and safety of all involved

Staff receive accredited CPI training to support safe practice. The use of restrictive physical interventions is always logged, reviewed, and communicated with parents/carers. Debriefing is carried out with staff and pupils to inform future planning and avoid repeat incidents.

Types of Interventions Staff are trained to use a range of CPI physical interventions that prioritise low-risk disengagement and holding skills. These are used only when absolutely necessary to prevent harm and are always selected to be the least restrictive option in line with a pupil's support plan.

Planning and Risk Assessment Where a pupil is known to be at risk of requiring physical support, an individual risk assessment and behaviour support plan is developed collaboratively with staff, families and professionals. These plans are regularly reviewed and updated, and include clear guidance on preferred strategies, known triggers, and agreed approaches to intervention.

The focus remains on de-escalation, emotional regulation, and the reduction of the need for physical intervention over time.

10. Post-Incident Support

Providing meaningful support after a behaviour incident is crucial to emotional recovery, relationship repair, and learning. It allows pupils to feel safe, heard, and supported while enabling staff to reflect on what happened and plan preventative strategies. This process is central to a trauma-informed, restorative school culture and helps reduce the likelihood of recurrence.

- Staff use restorative conversations to rebuild trust and promote reflection
- Pupil voice is gathered to understand feelings and triggers
- Repair sessions may be facilitated to restore relationships
- Adjustments to plans, environment or expectations
- Staff reflection, supervision and peer coaching
- Family communication and involvement in next steps
- Debrief with child (where appropriate)
- Adjustments to plans, environment or expectations
- Staff reflection, supervision and support

- Family communication
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11. Consequences

Consequences at Parayhouse School are designed to be restorative, educational and proportionate. They aim to help pupils reflect, restore relationships, and develop greater self-awareness. Consequences are applied fairly and consistently, with an emphasis on communication, pupil dignity, and learning from experience.

Types of restorative consequences may include:

- Reparation (e.g. helping fix something that was damaged)
- Reflection time supported by an adult
- Restorative conversations with peers or staff
- Adjustments to individual plans to support success
- Communication with parents and carers to build shared understanding

Consequences are always tailored to the individual and take into account the pupil's communication style, sensory needs, emotional state and any known triggers.

12. Confiscation, Searching and Screening

Parayhouse School adheres to the DfE guidance on [Searching, Screening and Confiscation \(2022\)](#) to ensure all pupils and staff remain safe and protected in school.

Searches may be carried out where there is reasonable suspicion that a pupil is in possession of prohibited items including but not limited to:

- Weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco or vaping products
- Fireworks
- Pornographic images
- Any item likely to be used to cause injury or damage

Key Principles:

- Only authorised staff may conduct searches
 - Wherever possible, a second adult will be present
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- Searches will be conducted in a calm and respectful way, with due regard to the pupil's needs and rights
- Parents will be informed if prohibited items are found

Confiscation Staff may confiscate items that are harmful, unsafe, disruptive to learning, or in breach of school rules. Confiscated items will be returned or appropriately disposed of in line with DfE guidance and school procedures.

Screening The school may screen pupils using a walk-through or hand-held metal detector if necessary to maintain safety.

This process is always used proportionately and with reference to safeguarding, SEND needs, and dignity. Where possible, a member of staff familiar with the pupil will conduct the search, and all incidents will be logged and reviewed for equity and safeguarding implications.

13. Bullying

Parayhouse School is committed to providing a safe, respectful and supportive environment for every pupil. Bullying of any kind is not tolerated. Our approach is proactive, inclusive and restorative, aligned with our core school values and embedded within this Behaviour Management Policy.

Bullying is defined as:

- Repeated, intentional behaviour
- That causes harm, upset or fear
- And involves an imbalance of power

Bullying may be physical, verbal, emotional, online (cyberbullying), or prejudice-based (e.g. related to race, gender, disability, sexuality, or religion). It may also form part of peer-on-peer abuse and be dealt with as a safeguarding concern.

We educate pupils explicitly about kindness, respect, consent and boundaries through our PSHE curriculum, SoSafe! programme and embedded communication supports. Staff are trained to recognise signs of distress and respond quickly.

Pupils are encouraged to report concerns in a way that suits their communication needs — whether through visuals, communication aids, trusted adults, or worry boxes. All concerns are logged on CPOMS and taken seriously.

Investigations are prompt, thorough and sensitive to pupil needs. Support is provided for both the pupil experiencing bullying and the pupil displaying the behaviour. If bullying

indicates a safeguarding risk, it is referred to the DSL in line with Keeping Children Safe in Education.

This Behaviour Management Policy outlines the procedures for preventing, reporting and responding to bullying. All incidents are monitored for patterns or recurrence

14. Malicious Allegations

Parayhouse School takes all allegations against staff and pupils seriously and follows statutory guidance. Where a pupil is found to have made a deliberately malicious or false allegation:

- The incident will be investigated thoroughly and recorded
- Appropriate pastoral support will be offered to any staff or pupils involved
- Disciplinary measures will be taken where appropriate, in line with this policy

We also recognise that false or malicious allegations may be a sign that a pupil is experiencing distress or safeguarding concerns. As such, any such incidents will be reviewed by the Designated Safeguarding Lead (DSL), and referrals may be made to external support services.

15. Training and Development

Parayhouse School is committed to equipping staff with the knowledge, skills and confidence to support pupils' behaviour through a relational, trauma-informed and inclusive lens. Our training is proactive, reflective, and tailored to our unique school context.

- All staff receive ongoing training in:
 - A comprehensive understanding of our pupils' individual needs, including communication profiles, sensory preferences, emotional development and diverse ways of processing the world
 - CPI - Safety Interventions for Children and Young People
 - De-escalation strategies
 - Communication supports and augmentative systems
 - Sensory Integration
 - Trauma-informed practice
 - New staff complete induction training that includes a thorough review of the Behaviour Management Policy and the principles that underpin our relational approach. This induction is delivered by either the Behaviour Lead or Key Teacher and class team and tailored to the specific pupils within the class, focusing on
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individual support plans, regulation strategies, communication needs, and routines. Staff are also introduced to the positive handling protocols and CPI principles to ensure consistency and safety across the school.

- Training is refreshed regularly and adapted in response to individual or whole-school need, as identified through behaviour data and reflective supervision.
 - Peer coaching, team debriefs and reflective practice are embedded as part of our professional culture.
 - Behaviour training is reviewed and co-developed in collaboration with Headteachers, Safeguarding Team and Behaviour Lead to ensure alignment with safeguarding and SEND practice.
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12. Monitoring and Review

Parayhouse School regularly monitors and reviews the implementation of this Behaviour Management Policy to ensure it remains effective, inclusive, and reflective of current best practice.

- Behaviour data (including incident logs, trends, and pupil profiles) is reviewed termly by the Behaviour Lead, in collaboration with the Senior Leadership Team and Safeguarding Team.
- Patterns in behaviour are analysed to identify whole-school, group, or individual needs and to inform proactive planning.
- Behaviour reports are presented termly to the PDBW (Personal Development, Behaviour and Welfare) Committee for oversight and governance.
- Pupil and staff voice are gathered regularly to inform ongoing development.
- Feedback from families and external professionals contributes to evaluation and improvement.
- The policy is reviewed annually or in response to major changes in legislation, guidance, or school need.

All monitoring ensures that the policy is consistently applied, aligned with safeguarding and SEND best practice, and responsive to the evolving needs of the school community.

Appendix A: Behaviour Support Approaches

Zones of Regulation: A visual framework that helps pupils identify and communicate how they are feeling. It categorises emotions into four coloured zones (blue, green, yellow, red) to support self-awareness and regulation strategies.

SoSafe! Curriculum: A protective behaviours and social safety programme that teaches pupils how to understand personal space, social interactions, and appropriate touch. It uses visual tools and consistent language to support safe relationships.

Social Stories and Comic Strip Conversations: Tools used to help pupils understand social situations and expectations. They can be tailored to specific needs or scenarios, reducing anxiety and promoting appropriate behaviour.

Relationship-Based and Communication-Friendly Classrooms: Environments that reduce sensory overload, prioritise trust and communication, and are informed by the needs and preferences of individual pupils. This includes quiet spaces, visual supports, and adult attunement.

Visual Timetables and Transition Supports: Clear, visual aids that outline the school day, routines, and changes, helping to manage expectations and reduce anxiety.

Pupil Voice and Wellbeing Check-ins: Regular opportunities for pupils to share how they are feeling or reflect on experiences through communication tools such as feelings charts, emotion fans, or one-to-one adult conversations.

Appendix B: Behaviour Policy One-Page Summary for Staff

Parayhouse School – Behaviour Support Summary

This document is a quick-reference guide for staff to ensure consistent, proactive and pupil-centred behaviour practice across the school.

Core Principles:

- All behaviour is communication
- Positive relationships underpin our approach
- Regulation before instruction or correction

What to Do:

- ✓ Model respectful, calm and consistent behaviour
- ✓ Use visuals and routines to support understanding
- ✓ Follow individual behaviour plans and regulation strategies
- ✓ Offer regulation spaces proactively (e.g. calm room, sensory room)
- ✓ Use the CPI relational approach (Attune – Regulate – Relate – Reason)
- ✓ Log incidents promptly and accurately on CPOMS
- ✓ Engage in debrief, repair, and planning post-incident

Do Not:

- Use withdrawal as punishment
- Use the sensory room for consequence or reward
- Escalate without offering choice or co-regulation

Key Contacts:

- Behaviour Lead: Claire Huntington (Deputy Head)
- DSL: Verity Carnevale (Co-Head)
- CPOMS: parayhouse.cpoms.net/dash

Refer to the full policy for detailed procedures and legal guidance.