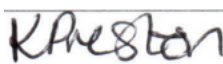


Policy/Procedure Name:		PROMOTING GOOD BEHAVIOUR & DISCIPLINE POLICY	
Last Update:	Sept 2025	Next Update Due:	Sept 2026

Author	Alex Smythe
Signature of Authorised Individual	
Signature of the Director	

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1. Aims

This policy aims to:

- Demonstrate that, at Willow Park, we understand the individual needs of our pupils and the challenges they have around self-regulation and their autism diagnoses.
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Define our commitment to the management of challenging behaviour, proactive and reactive strategies for supporting students and how the school aims to reduce the use of restrictive interventions.

The policy also contains procedures for staff regarding the reporting and recording of incidents and use of restrictive interventions.

2. Legislation, statutory requirements and statutory guidance

This policy is informed by the following statutory and non-statutory guidance and legislation:

1. [**Behaviour in Schools: Advice for Headteachers and School Staff \(2024\)**](#)
Department for Education guidance on promoting positive behaviour and managing challenging behaviour.
2. [**Searching, Screening and Confiscation: Advice for Schools \(2023\)**](#)
Guidance on powers and procedures for searching pupils and confiscating items.
3. [**The Equality Act 2010**](#)
Legislation prohibiting discrimination and promoting equality across protected characteristics.
4. [**Keeping Children Safe in Education \(2025\)**](#)
Statutory guidance for schools and colleges on safeguarding and promoting the welfare of children.
5. [**Suspension and Permanent Exclusion Guidance \(2024\)**](#)
Guidance on exclusions and pupil movement, including legal duties and best practice.
6. [**Use of Reasonable Force in Schools \(2025\)**](#)
Updated guidance on the lawful use of physical intervention and restraint.
7. [**Supporting Pupils with Medical Conditions at School \(2017\)**](#)
Statutory guidance on meeting the needs of pupils with medical conditions.
8. [**SEND Code of Practice: 0 to 25 Years \(2024\)**](#)
Statutory guidance on identifying and supporting children and young people with SEND.
9. [**Education \(Independent School Standards\) Regulations 2014 – Schedule 1**](#)
 - Paragraph 7: Duty to safeguard and promote the welfare of children
 - Paragraph 9: Requirement for a written behaviour policy
 - Paragraph 10: Requirement for an anti-bullying strategy

3. Positive Approach to Challenging Behaviour

At Willow Park School we aim to promote **positive behaviour** and support children to improve/modify negative or challenging behaviour. We fundamentally believe that behaviour is a form of communication. As such, we endeavour to find alternative ways for the children to make the right choices to communicate in a positive and appropriate manner.

Willow Park School offers education to children and young people with autism and associated difficulties between the ages of 5 year and 11 years of age. Due to the nature of these difficulties, the children can exhibit a heightened level of anxiety, often associated with their social communication and social interaction difficulties. Challenging behaviours can arise from:

- anxiety,
- frustration,
- breakdown in communication (including difficulties arising from social communication, social interaction either in person or, as the children move through KS1 and KS2, via online and social networks),
- increasing uncertainty or change,
- physical over-stimulation,
- inability, at times, to emotionally self-regulate.

Pupils at Willow Park School have various sensory requirements and this can result in behaviours that challenge, should their sensory requirements not be met. Pupils have difficult processing social interactions, often resulting in misunderstanding of other peer's/staff intentions. Most pupils find empathy and attempting to understand other people's views extremely challenging. Repairing relationships can prove particularly challenging as well as taking accountability and responsibility for their own actions.

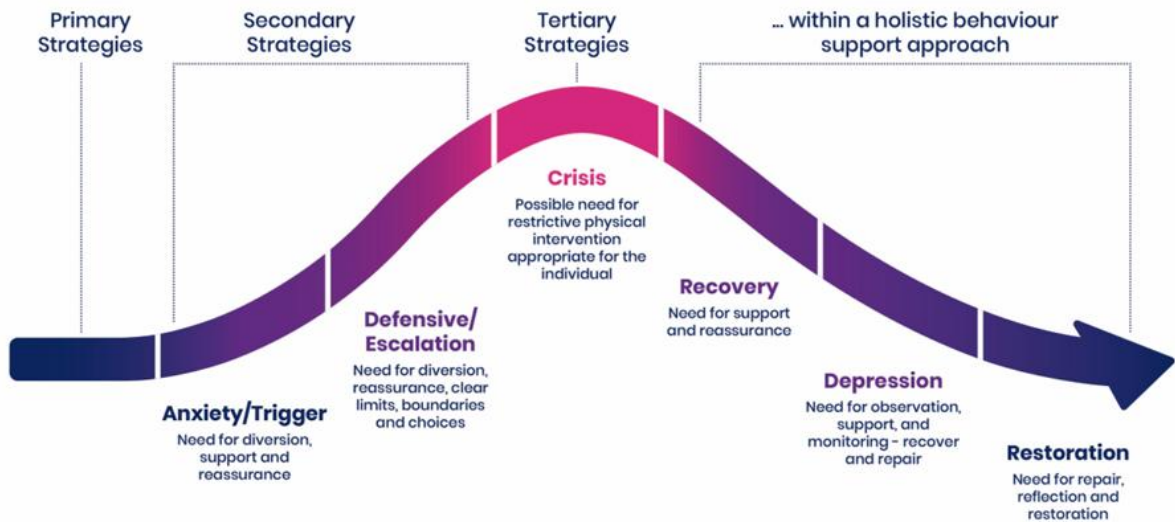
Behaviours that challenge can include:

- self-harm
- physical aggression
- deliberately targeting others
- exiting and absconding
- uncooperative behaviour
- verbal aggression
- destruction to the environment.

Willow Park School offers children placements who have the potential to exhibit, at times, extreme behaviours that challenge staff. Our aim is to provide the children with the 'tools' to manage their own behaviour in order that they can lead as independent and dignified lives as possible moving into the transition to secondary education. We recognise the stages of distress and support as detailed by Team Teach.



Stages of Distress & Support



© Team Teach

4. Anti-Bullying Strategy

The Anti-Bullying Alliance define bullying as:

- Bullying is the **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power**. It can happen face to face or online. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Potential Examples of bullying in our context at Willow Park could include:

- Physical altercation – (hitting, kicking, punching, slapping)
- Destruction to someone else's belongings
- Calling names
- Excluding or deliberately isolating a pupil
- Making racist, homophobic or sexist remarks
- Making inappropriate comments regarding others appearance or about another pupil's family
- Picking on a perceived weakness
- Preventing someone from joining an activity
- Not talking to someone or getting other people not to talk to another pupil
- Putting pressure on another pupil - for example, to run errands and do jobs, to give up possessions, to bring things from home
- Forcing a pupil to engage in sexualized activity or behaviour

Staff at Willow Park are expected to be vigilant to incidents and not just wait for a pupil to disclose that incidents have been happening. Willow Park School has a zero tolerance on bullying and incidents will be recognised and dealt with using a restorative justice approach.

For details of the following, please refer to **the school's Anti-Bullying Policy**:

- How the school will prevent bullying
- How pupils, parents/carers and staff can report incidents of bullying
- How the school investigates allegations of bullying
- How the school will react to bullying that occurs off school premises or online

- How the school records, analyses and monitors incidents of bullying
- Sanction procedures, making reference to sections 7 and 8 of this policy, where applicable
- How the school supports pupils who have been bullied, and those vulnerable to bullying
- Whole-school proactive strategies to prevent bullying
- How the school trains staff and governors in preventing and handling bullying

5. Roles and responsibilities

5.1 The Directors

The Directors are responsible for monitoring this behaviour policy's effectiveness and holding the Head teacher and Principal to account for its implementation.

5.2 The Head teacher and Principal

The Head teacher and Principal are responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to all staff, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

5.3 Staff

Staff are responsible for:

- Understanding the needs and challenges experienced by each of our children
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of each pupil

- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on the school's online form (and on the ABC Forms if the online form is not available – see **appendix 4**)

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour and self-regulation
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- 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's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during the initial months of their induction into the school:

- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support (e.g. key worker) that is available to them to help them meet the behaviour standards

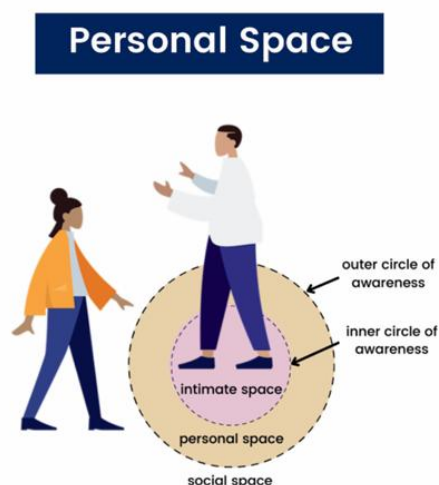
6. School behaviour curriculum

Learning at Willow Park School takes place within a safe, secure and caring environment. By offering a broad and balanced curriculum which helps children learn about self-regulation and their place in the world around them, pupils are appropriately challenged to meet high but realistic expectations so each pupil can realise their **limitless** potential, whilst we, as staff:

- Recognise each individual's limitless academic potential,
- Recognise each individual's physical growth and maturity,
- Develop each individual's emotional resilience,
- Develop each individual's spiritual and personal growth,
- Develop each individual morally,
- Increase each pupil's social understanding.

At Willow Park School pupils experience clear and consistent education and care with the school providing structure, repetition and routine to help pupils best manage their anxieties whilst providing a predictable, safe learning environment.

We also help pupils to understand the importance of personal space and we model this as adults



© Team Teach

Through our curriculum we are able to promote politeness, courtesy and mutual respect between all members of the Willow Park community. The school focuses on a warm and caring environment where pupils can develop trust in the adults they work with. These positive relationships encourage and provide security to pupils that will, in time promote personal development and allow pupils to develop an appreciation of what positive behaviour and attitude means both inside Willow Park School and in the wider community.

One of the school's challenges is designing a Behaviour and Good Discipline Policy that is fair, yet suitable for all pupils at Willow Park School. Whilst the principles and procedures contained within this document will be applied equally to all pupils, Willow Park School understands that within the spectrum of Autism there are different levels of intellect and pupils physical, social, emotional and moral development are very much unique to each individual pupil. We will therefore use rewards, logical and natural consequences and behaviour strategies which are appropriate to the individual needs of each pupil. This directly reflects the school's vision of treating all pupils individually and differentiating our work to meet individual needs through termly Individual Education Plans which are the vehicle the school uses to meet each pupils EHCP outcomes.

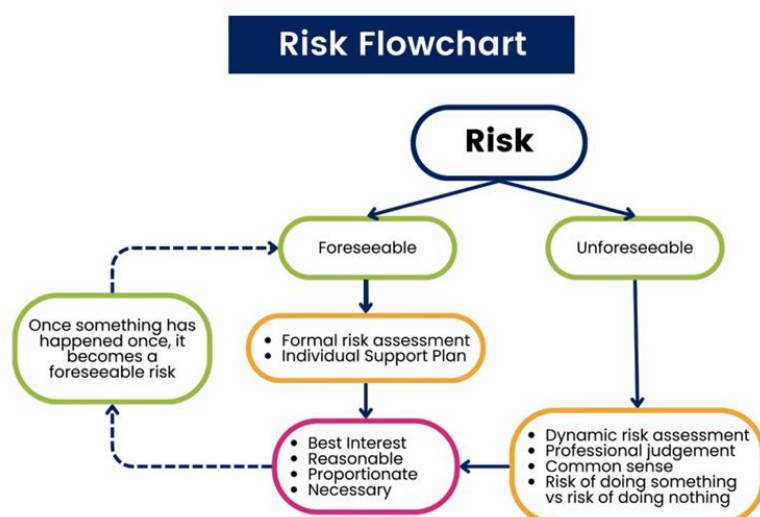
Whilst educating pupils on the need to follow rules and understand the consequences of not following rules, Willow Park School's main emphasis is not the enforcement of rules. Instead, our focus is upon creating respect through our positive relationships and a mutual respect of the learning environment. Where rules are in place, they are designed to promote positive teaching opportunities to ensure pupils are kept safe and understand how their actions can affect others. Willow Park School uses a positive approach to behaviour management. This is vital in supporting our pupils social understanding, social thinking and showing empathy towards others.

Willow Park School believes that **behaviour is communication** and that there is not one single approach to behaviour management which will benefit all pupils. Our team-based approach to behaviours that challenge allows pupils the opportunity to understand the implications of breaching school rules.

Pupils with ASD and associated difficulties are statistically more likely to exhibit behaviours that challenge. One of the main reasons for this is that pupils experience greater difficulty in expressing their feelings, their emotions and communicating their needs. Pupils at Willow Park School from experience can find 'empathy' a very difficult concept to understand. Our pupils find seeing things from different view-points particularly challenging. Our pupils traditionally have specific difficulties with 'adaptive thinking', they find interpreting others' motivations, others' intentions and others' hidden agendas particularly difficult and this is often best described as 'theory of mind.' Pupils starting points at Willow Park School tend to be 'very low' with many of them being out of education for a considerable period of time or having experienced negative experiences in previous settings.

Willow Park School often have to respond to pupils' varying levels of anxiety. Willow Park School staff are therefore confronted with various behaviours that challenge on a daily basis. Very few of these could be defined as 'poor behaviour'.

Each pupil at Willow Park School is an individual and therefore the school are passionate about supporting each pupil's behaviour through an individualised, person-centred approach as defined in their **Individual Behaviour Plans**. When pupils first start at Willow Park, and throughout their time with us, we use **risk assessment** (see **Appendix 5**) to dynamically manage outcomes and to ensure that we take **reasonable, proportionate and necessary** action.



Rules at Willow Park:

Staff will:

- show what being '**kind and safe**' looks like
- be good role models
- offer pupils a stimulating learning environment
- encourage pupils to learn how to take responsibility for their success
- provide opportunities for pupils to take initiatives
- make bullying an explicit theme in circle time and through the curriculum
- listen to pupils
- encourage pupils to develop pride in themselves, their class, their school and their local community
- recognise and reward good work and behaviour
- manage the classroom environment to support the safety of all pupils
- use reasonable defendable practice including organising seating arrangements in classrooms based upon their professional judgement and in the interests of all pupils' safety

Pupils will:

- be **kind** to all members of our school community
- work and play in a **safe** way and show an adult if they don't feel safe
- avoid saying or doing anything which is likely to upset, hurt or embarrass others
- look after themselves, their property and that of others
- tell an adult if they are being bullied

Parents will:

- encourage children to be '**kind and safe**'
- inform the school of any home circumstances which may affect their child's performance and behaviour at school
- support the work of the school, including any consequences which it may impose
- encourage their children to seek ways of resolving disputes which do not involve 'hitting back'
- talk to the school about issues of concern

6.1 Mobile phones

Pupils should not have mobile phones at Willow Park School.

- Exceptions to the rule may be permitted in exceptional circumstances, e.g. for medical or personal reasons on an individual basis through consultation between parents and the Head teacher.
- In the above case, the mobile phone will be held securely in the school office and returned to the pupil at the end of the school day.

7. Responding to behaviour; Being Proactive

Above all, staff at Willow Park understand that pupils' behaviour is a form of communication and that we will respond in a CALM manner as described below:

CALM Communication

Communication

C

- How am I standing and holding my body?
- What gestures am I using?
- What facial expressions am I showing?
- How am I giving verbal space?

Assessment & Awareness

A

- What do I know about this person?
- What strategies have worked well in the past?
- What are their known triggers?
- What do I know from their individual plans?

Listening & Learning

L

- What could their body language be communicating?
- How is this behaviour different from their baseline?
- What might happen next?
- How can I show that I'm emotionally available?

Making Safe

M

- What are the risks to the individual and others?
- How can I make the environment safe?
- What can I do to reduce any risks?
- Do I need support with this?

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From a legal standpoint, when considering how to manage challenging behaviour for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour. Therefore, as the majority of incidents will satisfy at least one of the above criteria, sanctions at Willow Park will be extremely rare.

Using the above list as a starting point, the school will assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- The provisions set out in EHCPs must be secured and the school must co-operate with other agencies.
- If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Where necessary staff will positively intervene using a range of planned proactive strategies, following each pupil's Individual Personal Handling and Behaviour Plans. The use of sanctions and logical / natural consequences will be used in circumstances where a pupil's behaviour is likely to impact negatively upon the teaching and the learning environment; or the health and safety of others, or where pupils show a lack of consideration for others that subsequently has a detrimental effect on other pupils learning environment.

The language and communication that staff use at this stage is crucial

SUPPORTING AN INDIVIDUAL

- 1 START WITH THEIR NAME**
This helps to get their attention
- 2 STATE WHAT YOU HAVE NOTICED**
"I can see something has happened."
- 3 SHOW YOU ARE LISTENING**
"Talk and I'll listen."
- 4 GIVE A CLEAR DIRECTION**
"Let's go and..."

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Responses to inappropriate verbal aggression or abuse

At times, pupils at Willow Park School can become verbally aggressive or abusive to both staff and peers. It is important that the young person is reminded that this behaviour is unexpected. This 'correction and redirection' should take place immediately (unless there is a substantial risk that it will inflame the situation further). Where appropriate, pupils should be reminded of expected social behaviour and given appropriate solutions to their

initial negative / unexpected response(s). Careful consideration of the school rules should be reinforced frequently for all pupils.

Restorative approaches (chat) to reconciliation may also be required.

7.1 Classroom management and environment

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Be fully aware of the contents of each child's Individual Personal Handling and Behaviour Plan.
- Develop a positive relationship with pupils, which will include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Follow pupils' Individual Personal Handling and Behaviour Plans.
 - Using positive reinforcement

Furthermore, as a way of maintaining consistency and clarity for our pupils; Willow Park School adopts the following approaches to reduce the likelihood of 'behaviours that challenge' surfacing;

- Teaching and learning that at least is consistently good striving for outstanding/exceptional
- Teaching and learning that is relevant, differentiated to meet the needs, aptitudes and abilities of the pupils
- Communication targets and communication strategies linked with SALT input
- Increased emotional resilience and the focus upon promoting self-regulation through occupational therapy and zones of regulation
- The opportunity to make meaningful and powerful choices
- Careful consideration to social and emotional needs
- Experiences and activities which are appropriately stimulating
- Careful management of the environment – promoting an 'autism friendly environment'
- The building of trusted and caring relationships with adults
- Structure, repetition, predictability and consistency in establishing positive daily routines
- Clear and explicit boundaries and rules within the learning environment
- Regular review and explanation of the rules and expectations
- Clear warnings to pupils that their behaviour is a cause of concern and support in how to improve their behaviour with clear feedback and de-briefs
- Rewards and sanctions consistently and fairly applied in line with the policy, and where relevant to the SEN of pupils

Proactive Environment

The school is committed to using the environment effectively in the management of behaviour. The classroom is spacious, light and 'autism friendly' from a sensory perspective. There is a withdrawal room adjacent to the classroom and there are further outdoor spaces that can be used for 'time out' or 'pupil redirection'. For those pupils who like to be outdoors during times of crisis there are seating areas within the outdoor spaces. Pupils may be asked to leave one environment for another, for example, if a pupil is jeopardising the learning of others, that pupil may need to leave and use a separate area to regain self-control and to self-regulate. The Principal and Head teacher are also readily available to support if and when required. Each pupil has an assigned key worker and consistent classroom staff. This allows pupils to talk to familiar staff who know them well when they feel anxious. The class is small in number and this helps promote positive working relationships and positive pupil social interactions. Most pupils enjoy regular movement breaks. Pupils are encouraged to use individual safe spaces to help self-regulate, especially the sensory room and the outside space.

Staff Managing their Own Emotions

The environment includes the adults present and, at Willow Park, we understand that our staff and volunteers will have normal human emotions and responses to challenging situations. As such, **we commit to support one another at all times.**

SUPPORTING EACH OTHER

- 1 OBSERVE THE SITUATION**
Do they need assistance?
- 2 OFFER HELP**
"Help is available."
- 3 RESPONSE TO HELP**
"You can help by..."
- 4 GIVE A CLEAR DIRECTION**
Tell them exactly what to do.

HANDOVERS

- 1 OBSERVE THE SITUATION**
Do you need to take over?
- 2 OFFER A CHANGE OF FACE**
"More help is available."
- 3 RESPONSE TO THE OFFER**
"What do you suggest?"
- 4 EXPLAIN WHAT WILL HAPPEN**
Create a planned and safe exit.

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Members of staff who witness a member of staff supporting a child in escalation or crisis will follow the steps above, being prepared to provide support if required. On occasions, staff will handover to another member of staff in order to help the de-escalation process.

7.2 Safeguarding

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

We will consider whether a pupil's poor self-regulation and resulting behaviour 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

7.3 Responding to good behaviour

See also Section 10

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and **rewards (see section 10 and appendix 3)** will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal Praise
- Communication praise with parents/carers via a phone call, tapestry or written correspondence
- Certificates (for parents to celebrate) or other prizes (e.g. weekly 'Wow' certificates)
- Positions of responsibility such as being entrusted with a particular task, decision or activity

7.4 Responding to Challenging Behaviour

There are times at Willow Park School when things do not go as well as we would like, and pupils make poor decisions either as a one-off or in a consistent fashion. We maintain a clear sanctions system for the all such incidents which is designed to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Sanctions are always carefully monitored to determine their effectiveness.

The age, needs, capacity and abilities of the pupil should be considered when applying sanctions. Staff must act reasonably, fairly, consistently and proportionately when administering a sanction. Staff should also evaluate the risks or special circumstances when administering a sanction. The following sanctions can be applied by all teaching staff within the school;

De-escalation techniques, including the use of pre-arranged **scripts** and **phrases**, will be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Verbal correction
- Apologies/ restorative chat
- Loss of privileges
- Logical Consequences
- Working away from the class group
- Guiding the pupil to a different area of the school learning environment
- Removing the other pupils from the learning area
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract (for pupils in KS2)
- Suspension (in only the most exceptional circumstances)

- Permanent exclusion, in the most serious of circumstances

7.41 Understanding and Responding to Sexualised Behaviour in our Pupils

7.411. Principles

We recognise that pupils with Special Educational Needs and Disabilities (SEND), including Autism Spectrum Conditions and speech and language delays, may express behaviours related to sexual development in ways that differ from neurotypical peers. These behaviours may stem from curiosity, sensory needs, misunderstanding of social norms, or communication challenges.

Our approach is:

- **Non-judgemental**
- **Developmentally informed**
- **Safeguarding-aware**
- **Supportive and educational**

7.412. Definitions

Sexualised behaviour refers to any behaviour that may be perceived as relating to sexual development, expression, or curiosity. This includes, but is not limited to:

- Inappropriate touching (self or others)
- Use of sexual language or gestures
- Exposure of private parts
- Masturbation in public settings

Such behaviours are not automatically considered harmful or abusive and must be assessed in context.

7.413. Assessment and Response

After consulting with other professionals such as the Educational Psychologist and Occupational Therapist, staff will assess sexualised behaviours using a **contextual and neurodiversity-informed lens**, considering:

- The pupil's developmental stage and cognitive ability
- Communication profile and understanding of social norms
- Known diagnoses and sensory needs
- Environmental triggers or unmet needs

Where appropriate, staff may use adapted tools such as:

- The [Brook Traffic Light Tool](#) with SEND-specific guidance; although this tool is far more appropriate when applied to neuro-typical children
- **Social stories** and visual supports
- **Multi-disciplinary input** (SENCo, Speech and Language Therapist, Occupational Therapy, Educational Psychologist)

Responses will prioritise:

- **Education over punishment**
- **Privacy and dignity**
- **Clear boundaries and consistent messaging**
- **Safeguarding procedures** where necessary

7.414. Preventive Education

We will deliver **Relationships and Sex Education (RSE)** that is:

- Tailored to individual needs and comprehension levels
- Delivered using accessible formats (e.g., visuals, role-play, social stories)
- Reinforced regularly and consistently
- Inclusive of topics such as consent, body autonomy, private vs public behaviour, and appropriate touch

7.415. Staff Training

All staff will receive training on:

- Understanding sexualised behaviour in SEND pupils
- Responding appropriately and sensitively
- Using adapted tools and resources
- Safeguarding and reporting procedures

7.416. Partnership with Families

We will work collaboratively with families to:

- Share concerns and strategies
- Ensure consistency between home and school
- Respect cultural and personal values
- Support parents/carers in discussing sexual development with their child

7.417. Safeguarding

Where behaviour raises concern for potential harm or abuse, staff will follow the school's **Safeguarding Policy** and refer to the **Designated Safeguarding Lead (DSL)**. All decisions will be made with sensitivity and in consultation with relevant professionals.

7.42 Sexual Violence and Sexual Harassment (SVSH)

We have a culture where any sexual misconduct is seen as unacceptable and not “banter” or just “part of growing up”. We recognise that certain groups of children may be more vulnerable including girls, pupils who may be, or perceived to be, LGBT+ and, of course, pupils with SEND.

The school records any incidents of SVSH alongside any racist, derogatory or abusive behaviour, which is reported to Directors on a regular basis.

7.43 Physical Aggression, with intent to hurt, harm, injure or intimidate (peer on peer abuse)

Child-on-child physical aggression is actively discouraged and not tolerated at Willow Park School. We will always analyse incidents (including all aspects of the context) of child-on-child physical aggression on an individual basis.

Given the nature of our pupils' SEND, our policy allows the senior staff the flexibility to deviate from the outcome listed below should they believe that the act of child-on-child abuse was a genuine 'crisis' behaviour that was prompted by heightened anxiety due to their autism diagnosis. This would mean that the pupil's intention was not to target a particular peer with intent to hurt, harm, injure or intimidate.

This may then require a consequence or a restorative approach that is less than a suspension (fixed term exclusion). Should the Head teacher and/or Principal determine that the child-on-child physical aggression was intentional and not linked to the above description of a 'crisis', then the following outcome listed below will be followed..

- Suspension (fixed term exclusion)
- Meeting with parents and Head teacher principal – reintegration meeting
- Followed by a restorative meeting held with both peers upon returning to the school

See the school's **Exclusions Policy** and the **Child on Child Abuse Policy** for further information.

7.5 Restrictive Interventions

Avoiding Restrictive Intervention

We recognise that, due to the difficulties pupils at Willow Park School face, crisis behaviour for one student may manifest differently to another. Therefore, we commit to the provision of an individualised Positive Handling Plan (PHP) for each student at Willow Park School. These plans will detail known behaviours and effective responses for staff to support a student through the 6 stages of conflict:

1. Anxiety
2. Defensive
3. Crisis
4. Recovery
5. Depression
6. Follow Up.

These plans staff enable staff to be better equipped to recognise triggers and low-level behaviour and support a pupil, without using physical intervention, to avoid crisis-level behaviour.

Using Reasonable Force or Restrictive Intervention

'Reasonable force' covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

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 (see **Appendix 1** for a Restraint Incident Form)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Methods of restraint

There is no universal judgement regarding what is appropriate, safe or legally justifiable in every case. Staff must be guided by their own professional judgement. The school commits to have at least three members of staff trained in the use of physical restraint. 6 members of staff completed 'Team Teach' training in July 2024 and 12 members of staff completed Dynamis Physical Intervention (conflict management) training in August 2025. Whenever possible these staff will advise others on appropriate use. However, in the interests of safety, all members of staff are authorised to use physical restraint, *if absolutely necessary*. **Physical restraint training will be updated at least annually.**

The restraint applied should be non-aggressive, as limited as possible and sufficient only to maintain the pupil in a safe state. In exceptional circumstances, it may not be possible (or in the pupil's best interests) to exercise physical restraint.

Follow-up & Records

- If a pupil is restrained, it **MUST** be recorded on the school's restraint incident form (**Appendix 1**) to ensure that all relevant staff know about the event and that it comes clearly within the school's Behaviour Policy. Parents **MUST** also be informed. It is essential that staff inform the Head teacher verbally after a restraint incident, complete the restraint incident form and then record the details on CPOMS.
- **All of our pupils** will have a **Behaviour Plan** as a section of their **Pupil Passport** (an example can be found in **appendix 2** of this policy) **and this must be regularly monitored for its effectiveness.**

Parental Contact

Ideally, when Physical Restraint has been used, parental contact should be made verbally and face-to-face, so we would expect that a member of staff speaks to the parent after school. Where parents do not come to school, telephone contact should be made. In all cases, the parent should be invited to come to school to discuss the incident. If it is impossible to contact the parent on the same day as the incident, they should be contacted as soon as possible afterwards, verbally (preferably face-to-face; otherwise, by phone) or at least by letter (records/copies should be kept).

7.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. This may include:

- Knives
- Tools
- Other weapons

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out, **in exceptional circumstances** (in which the member of staff feels that the health and/or safety of pupils or adults is at risk) by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

If the school becomes aware or obtains data, files or images that are believed to be illegal, this will be passed to the police as soon as is practicable, including pornographic images of children, without deleting them.

Under the Education Act 2011, and in line with the Department for Education's [guidance on searching, screening and confiscation](#), the school has the right to search pupils' phones, computers or other devices for pornographic images or any other data or items banned under school rules or legislation.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Strip searches

Staff at Willow Park will not conduct strip searches

Screening

Staff at Willow Park will occasionally screen pupils' bags to ensure that items required for the school day are present.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school

- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour (and at or above the age of criminal responsibility), the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Head teacher or Principal will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Malicious allegations

Where a pupil 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 pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

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 pupil 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 for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Suspension and permanent exclusion

In response to serious or persistent breaches of this policy, the school can use suspension (fixed term exclusion) and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Head teacher, in consultation with the Principal, and only as a last resort. Directors will be kept informed at all stages in line with the Exclusions Policy.

Please refer to our **Exclusions Policy** for more information.

9. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

10. Rewards

Core Principles

Rewards must be meaningful to the child — not symbolic or abstract.

Reinforcement should be immediate, sensory, and consistent.

Celebration of success should include families in a way that is accessible and affirming.

All rewards should support emotional regulation, communication, and engagement — not compliance for its own sake.

Every child's reward system is personalised, just like their learning and behaviour plans.

Why Traditional Rewards Don't Work

Traditional systems such as 'Pupil of the Day' or token economies are often not developmentally appropriate for pupils with significant cognitive delays. Delayed gratification is not meaningful for children working at early developmental stages. Rewards must be immediate, sensory, and linked to regulation or motivation.

Evidence-Based Reward Strategies

Reward Type	Description	Why It Works
Sensory-Based Rewards	Deep pressure, hand squeezes, sensory toys, water play	Supports regulation and is intrinsically motivating
Immediate Edible Rewards	Crunchy snacks, preferred foods	Reinforces behaviour in real-time and supports sensory needs
Movement Breaks*	Trampoline time, outdoor walks, dancing	Helps with regulation and is often a preferred activity
Adult Attention	1:1 time, singing together, shared play	Builds connection and reinforces positive interaction
Visual Praise	Emotion cards, 'I did it!' visuals, photos sent home	Reinforces success in a concrete, visual way
Home-School Communication	Tapestry updates, photo postcards, 'Today I...' notes	Helps families celebrate success and builds trust

* NB; Movement breaks are not timetabled events; they are there, at any time of the day (for individuals) to help them to regulate or, in this case, as a reward.

Personalised Reward Menus

Each child should have a 'Reward Menu' as part of their Pupil Passport (see **appendix 3**). This includes:

Preferred sensory items

Motivating activities

Foods or drinks they enjoy

Preferred adults or routines

Visuals or AAC symbols for 'good job', 'finished', 'I did it!'

These menus should be:

Reviewed termly

Shared with all staff

Used consistently across the day

Celebrating with Families

Because many rewards are not visible to parents, Willow Park will:

Send weekly 'Celebration Snapshots' (photo + caption) via Tapestry or printed home

Use visual certificates (e.g. 'I used gentle hands today!' with a photo)

Offer termly celebration postcards with a sensory sticker or drawing

Invite parents to contribute to the reward menu (e.g. 'What makes your child smile at home?')

Evidence Supporting the Approach

1. Immediate, Sensory-Based Reinforcement

- The [Quest for Learning framework](#) emphasises the importance of **sensory-rich, immediate feedback** for learners with PMLD, noting that abstract or delayed rewards are often not meaningful.
- It also highlights the use of **intensive interaction, objects of reference, and cause-and-effect activities** as effective motivators.

2. Personalised, Functional Rewards

- The [South Lanarkshire Framework for Supporting Pupils with Severe and Profound Learning Needs](#) stresses that pupils with complex needs benefit from **highly individualised, functional learning experiences** that are rooted in their sensory preferences and communication styles.
- It recommends **embedding rewards into daily routines** and using **preferred sensory activities** as reinforcement.

3. Family Engagement and Communication

- The [Complex Learning Difficulties and Disabilities Research Project](#) (Carpenter et al., 2011) advocates for **home-school collaboration** and **celebration of small steps** in learning and behaviour, particularly through **visual and sensory communication**.

4. Avoiding Token Economies

- Research consistently shows that **token-based systems** (e.g. stars, points, jars) are often **ineffective or even confusing** for pupils with PMLD or autism, as they rely on abstract thinking and delayed gratification.

11. Pupil transition

11.3 Managing Dysregulation During Transitions and New Experiences

At Willow Park School, we recognise that transitions — whether between activities, environments, or phases of education — can be a significant source of anxiety and dysregulation for our pupils. New experiences, unfamiliar routines, or unexpected changes may trigger heightened emotional responses due to the nature of their autism and associated difficulties.

To support pupils during these times, staff will:

- Prepare pupils in advance using visual timetables, social stories, and objects of reference.
- Use consistent language and routines to reduce uncertainty and promote predictability.
- Offer sensory regulation strategies (e.g., movement breaks, quiet spaces) before, during, and after transitions.

- Provide additional adult support during key transition points, including arrival, departure, and changes in staffing or environment.
- Monitor and record behavioural responses to transitions to inform future planning and individualised support.

Transitions are treated as learning opportunities, and staff will respond with empathy, patience, and proactive strategies to help pupils feel safe, understood, and regulated.

11.2 Inducting incoming pupils

The school will support incoming pupils to feel comfortable and settled at Willow Park by offering an induction process to familiarise them with the behaviour policy and the wider school culture. As soon is practical, all new pupils will have a Pupil Passport and a Key Worker defined.

11.3 Preparing outgoing pupils for transition

At present, the school has only one class, so pupils transition to the same room, with the same staff from year to year. Should the school grow rapidly, and to ensure a smooth transition to the next year, pupils will have transition sessions with their new teacher(s). In addition, staff members will hold transition meetings with one another.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues would be transferred to relevant staff at the start of the term or year through their **Pupil Passports**.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint (Team Teach)
- The needs of the pupils at the school
- How SEND (especially ASD and Social communication difficulties and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school Principal will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusions and suspensions
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, directors and other stakeholders (via anonymous surveys)

The data will be analysed every 6 months, from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Principal at least bi-annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

14. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child on Child Abuse Policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Anti-Bullying Policy
- Positive Touch Policy

15. Equality Statement

At Willow Park School, we actively seek to encourage equity and equality through our teaching and our employment practices. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- age
- disability
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

The use of stereotypes under any of the above headings will always be challenged.

16. Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations for and of all children.

Appendix 1 – Restraint Incident Reporting Form

Willow Park School

Restraint Incident Form

Date, time and location of incident;	
name of pupil or pupils involved;	
name of member(s) of staff involved;	
names of any other witnesses;	
details of incident, reason for use of force, location;	
pupil response and outcome;	
details of any injuries sustained by pupil or member of staff;	
The record must be signed.	

Parental Contact - Ideally, parental contact should be made verbally and face-to-face, so we would expect that a member of staff speaks to the parent after school. Where parents do not come to school, telephone contact should be made. In all cases, the parent should be invited to come to school to discuss the incident. If it is impossible to contact the parent on the same day as the incident, they should be contacted as soon as possible afterwards, verbally (preferably face-to-face, if not then by phone) or at least by letter (records/copies should be kept).

Appendix 2 – Example Behaviour Plan from a Pupil Passport

MY BEHAVIOUR PLAN

When I'm Happy...

- I smile, giggle, and make happy noises
- I run around and explore
- I might lay across staff or seek sensory input
- I engage more with learning and people around me

When I Feel Scared or Upset...

- I might cry, scream, or run away
- I might lay on the floor or seek comfort
- I might show sensory-seeking behaviours like spinning or jumping
- I might not want to eat or drink
- A might attempt to climb or abscond

Things That Make It Worse...

- Loud noises or too many people
- Being asked to do too much at once
- Not having time to process
- Feeling hungry, constipated, or uncomfortable
- Unfamiliar adults or changes in routine

When I'm Calming Down...

- I need calm and quiet
- I need hugs or gentle rocking
- I feel better outside or with sensory play
- I need time and space to regulate

Visual Script Words:

- Nappy
- Outside
- Snack
- Finished
- More
- Go
- Stop
- Down



Preferred Ways to Help Me Calm Down:

- Verbal reassurance
- Distraction with sensory or preferred activities
- Gentle touch or rocking
- Time outside or in a quiet space



Preferred Handling Strategies:

- Help Hug
- Standing Wrap
- Sitting or standing Hug (for gentle rocking)



Other Helpful Strategies:

- Use “ready, steady, go” games to help me communicate
- Offer choices using real objects or symbols
- Use a “who’s helping me today” board with photos
- Use Attention Autism (bucket) and Intensive Interaction daily
- Let me explore new activities outside first

Proactive Strategies (Preventing Dysregulation)...

- **Provide structure the day** with short time blocks to help maintain focus.
- **Use sensory toys** to engage learning and redirect attention if off task.
- **Give clear, consistent boundaries** so expectations are always the same.
- **Use simple language at all times** (1-2 words, e.g., “Stop,” “No biting”).
- **Use Communication Boards** to reinforce safe behaviour throughout the day.
- **Use praise and rewards** (e.g., snacks, high fives) to encourage good learning and behaviour.

Giving Clear, Simple Reminders...

(When unsafe behaviour occurs, provide a direct, minimal reminder with a supportive tone)

- “Stop.” (Firm but calm, paired with a change in facial expression)
- “Safe choices.” (Prompting self-regulation)
- “Down” (if climbing)

Appendix 3 – Reward Menu

(Things that motivate me and help reinforce positive behaviour)

Below is an exhaustive list describing the types of reward that will appear on children's Reward Menus at Willow Park:

Edible Rewards

- Favourite snacks (e.g., crisps, fruit, biscuits)
- Small treats (e.g., chocolate buttons, raisins)
- Drinks (e.g., juice, milkshake, hot chocolate)

Sensory Rewards

- Sensory toys (e.g., fidget spinners, squishies, light-up toys)
- Weighted blanket or lap pad time
- Access to sensory room
- Water play or sand tray
- Listening to calming or favourite music
- Smelling favourite scents (e.g., lavender, citrus)

Movement & Physical Rewards

- Outdoor play or walk
- Trampoline or swing time
- Spinning, jumping, or dancing
- Obstacle course
- Yoga or stretching time

Social & Emotional Rewards

- High fives, claps, thumbs up
- Positive verbal praise ("Great job!", "You did it!")
- Being a helper or leader for an activity
- One-on-one time with a trusted adult
- Photo with a staff member or certificate

Activity-Based Rewards

- iPad or tablet time
- Watching a short video or cartoon
- Playing with favourite toy or game
- Access to a special interest (e.g., trains, dinosaurs)
- Art or craft activity
- Building with blocks or LEGO

Choice & Control Rewards

- Choosing the next activity
- Choosing who helps them
- Choosing where to sit or play
- Using a "reward chart" to work towards a bigger prize
- Selecting a book or story to read

Calm & Quiet Rewards

- Quiet corner with preferred items
- Time in a tent or den
- Gentle rocking or cuddles
- Dimmed lights and soft music
- Blanket or soft toy time

Appendix 4 – ABC Behaviour Chart

Willow Park School

ABC Behaviour Chart – running record

The ABC behaviour chart, running record, helps build up a picture of all of the circumstances around pupils' behaviours over a period of time. *This form would only need to be used if the member of staff has no access to the internet. Otherwise, there is a link to an online behaviour form sent to staff each term.*

'A' stands for antecedents, that is, what happens immediately before the behavioural outburst and can include any triggers, signs of distress or environmental information.

'B' refers to the behaviour itself and is a description of what actually happened during the outburst or what the behaviour 'looked' like.

'C' refers to the consequences of the behaviour, or what happened immediately after the behaviour and can include information about other people's responses to the behaviour and the eventual outcome for the person. It can also be a good idea to keep track of where and when the behaviour occurred to help in identifying any patterns.

Name of child				Year Group		Other details	
Day of the week	Date	Time	Location	Antecedent	Behaviour	Consequence	Other Notes (including staff initials)



Day of the week	Date	Time	Location	Antecedent	Behaviour	Consequence	Other Notes (including staff initials)

Appendix 5 – Example Risk Assessments in Pupil Passports

1. MY PERSONALISED RISK ASSESSMENTS

Risk Assessment #1: Behaviour and Emotional Regulation

Risk	Triggers	Potential Impact	Likelihood	Severity	Risk Level
Dysregulation (e.g., crying, screaming, laying on floor)	Changes in routine, loud environments, being rushed	Emotional distress, refusal to engage, disruption to learning	High	Medium	High

Protective Factors / Strengths

- Responds well to calm voices and sensory play
- Enjoys praise, encouragement, and familiar routines
- Affectionate and curious

Proactive Strategies (Risk Reduction)

- Use visual timetables, objects of reference, and Makaton
- Prepare XXX for changes in routine
- Provide sensory breaks and quiet spaces
- Use structured, sensory-based curriculum

Reactive Strategies (When Incident Occurs)

- Use calm, simple language and visual cues
- Offer comfort (e.g., hug, rocking)
- Redirect to sensory or preferred activity

Recovery Support

- Provide quiet space and time to regulate
- Use familiar items or sensory tools
- Reintroduce routine gradually

Review & Monitoring

- Daily behaviour logs
- Monitor triggers and patterns
- Regular review with parents and staff



Risk Assessment #2: Absconding / Flight Risk

Risk	Triggers	Potential Impact	Likelihood	Severity	Risk Level
Attempting to run away or leave safe areas	Overstimulation, distress, transitions	Injury, getting lost, safeguarding risk	High	High	High

Protective Factors / Strengths

- Responds to hand-holding and adult guidance
- Enjoys outdoor play in safe, open spaces

Proactive Strategies (Risk Reduction)

- Maintain 1:1 supervision at all times
- Use visual boundaries and clear routines
- Prepare for transitions with visuals and songs
- Use “who’s helping me today” board

Reactive Strategies (When Incident Occurs)

- Use calm redirection and hand guidance
- Block unsafe exits if needed
- Reassure and offer sensory input

Recovery Support

- Provide time outside in a safe area
- Use sensory play to regulate
- Reintroduce structure gently

Review & Monitoring

- Incident logs for absconding attempts
- Review supervision plans regularly
- Update EHCP and risk assessments as needed



Risk Assessment #3: Climbing and Poor Safety Awareness

Risk	Triggers	Potential Impact	Likelihood	Severity	Risk Level
Climbing furniture, adults, or unsafe structures	Sensory seeking, excitement, dysregulation	Falls, injury to self or others	High	High	High

Protective Factors / Strengths

- Strong motor skills and love of movement
- Responds well to structured physical activity

Proactive Strategies (Risk Reduction)

- Provide safe climbing alternatives (e.g., soft play, climbing frames)
- Supervise closely in all environments
- Use visual cues and verbal reminders for safety
- Redirect climbing urges to safe activities

Reactive Strategies (When Incident Occurs)

- Calmly guide down from unsafe areas
- Use “stop” visuals and hand signals
- Offer safe movement-based alternatives

Recovery Support

- Provide sensory input (e.g., spinning, jumping)
- Use praise and encouragement for safe choices
- Reintroduce routine with support

Review & Monitoring

- Daily safety checks and logs
- Monitor climbing incidents
- Adjust environment and strategies as needed

CALM Communication

C

Communication

- How am I standing and holding my body?
- What gestures am I using?
- What facial expressions am I showing?
- How am I giving verbal space?

A

Assessment & Awareness

- What do I know about this person?
- What strategies have worked well in the past?
- What are their known triggers?
- What do I know from their individual plans?

L

Listening & Learning

- What could their body language be communicating?
- How is this behaviour different from their baseline?
- What might happen next?
- How can I show that I'm emotionally available?

M

Making Safe

- What are the risks to the individual and others?
- How can I make the environment safe?
- What can I do to reduce any risks?
- Do I need support with this?

Risk Matrix

		Severity of Impact				
		negligible	mild	moderate	significant	extreme
Probability of Frequency & Occurrence of Behaviour	very likely	LOW RISK	MEDIUM RISK	MEDIUM/HIGH RISK	HIGH RISK	HIGH RISK
	likely	LOW RISK	LOW/MEDIUM RISK	MEDIUM RISK	MEDIUM/HIGH RISK	HIGH RISK
	possible	LOW RISK	LOW/MEDIUM RISK	MEDIUM RISK	MEDIUM/HIGH RISK	MEDIUM/HIGH RISK
	unlikely	LOW RISK	LOW/MEDIUM RISK	LOW/MEDIUM RISK	MEDIUM RISK	MEDIUM/HIGH RISK
	very unlikely	LOW RISK	LOW RISK	LOW/MEDIUM RISK	MEDIUM RISK	MEDIUM RISK

Overall Risk Rating Definitions	
Low	This is an acceptable level of risk. No further controls are required as the risk rating cannot be reduced any further. However, it is advised that continual monitoring occurs in order to ensure that no changes / deviation of control measures occur.
Medium	It is advised that further controls are implemented to reduce the risk rating to as low a level as possible. If the risk cannot be reduced to lower than a medium, then on-site monitoring should occur to ensure that all stipulated controls are being adhered to.
High	This is an unacceptable risk rating. Urgent interim controls should be implemented to reduce the risk so far as is reasonably practicable. If the risk rating cannot be reduced to lower than a High, then a documented safe system of work should be implemented to control the risks. It may be necessary to seek further professional advice. If based on an activity, serious consideration should be given to the validity of carrying out the activity at all. Close monitoring of the activity MUST occur.

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