

A Relational Approach to Behaviour



Name of Owner: Naomi Fan & Shabana Alim

Date: April 2026

Approved by Governors: 20/05/26

Date of next review: April 2027

This policy is shared and signed by all the staff at Southgate School and shared on the school's website for all parents and carers to view. If you have any questions in relation to this policy, please email **office@southgateschool.co.uk**

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils or staff with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Behaviour Principles Written Statement

Southgate School, along with its governing body, are proud to promote good behaviour through building **positive relationships**. Alongside being a non-sanctioning school, we have **high expectations** of behaviour in our school, and staff model this at all times. Staff provide regular positive reinforcement of good behaviour throughout the school day and challenge, appropriately, any negative behaviour.

We are committed to promoting effective nurture practice through the Six Principles of Nurture; these are the core values that underpin all of our work:

- All behaviour is communication
- Children's learning is understood developmentally
- The classroom offers a safe-base
- Nurture is important for the development of self-esteem
- Language is understood as a vital means of communication
- Transitions are significant in the lives of children

Nurture is grounded in attachment theory, an area of psychology which explains the need for any person to be able to form secure and happy relationships with others. Research has shown that nurture makes a considerable difference to both behaviour, social skills and the ability to learn as well as being fundamental in developing a young person's sense of belonging.

Our staff work in a **restorative** way with pupils to ensure that when incidents happen, they are viewed as a learning opportunity rather than a moment to punish. Negative behaviour is not accepted at Southgate, we challenge appropriately using restorative practices and SEND approaches to reduce the impact of negative behaviours on others. Each pupil has a fresh start at every opportunity and we have **unconditional positive regard** for all our pupils at all times, no matter what. Both through restorative practices that are personalised to meet individual SEND needs, and through daily teaching, our emphasis is on pupils recognising and exploring their own emotions. This leads to them having greater **resilience** and more **independence** as they mature.

We are committed to promoting safe practice within the context of **respect** and **dignity**; always creating the optimal environment for building secure and **trusting** relationships with staff and their peers. Building and maintaining secure relationships with those around them will support them to both thrive and reach their potential across all **developmental** areas.

All staff are responsible for helping pupils to recognise and **regulate** their emotions, **anxiety** and any resulting challenging behaviour. We will continually **reflect**, plan and act to reduce anxiety. If pupils are in crisis or display challenging behaviours, all staff will manage this **calmly**, effectively and whilst keeping everyone safe.

We are also committed to working with all stakeholders in the best interests of each pupil. We strongly recognise that building positive relationships with **families** and communicating effectively, is key to securing the best behaviour outcomes for our young people.

1. Vision and Values

The Southgate School Vision and Values are central to this policy and the schools' approach to behaviour management.



- We are a nurture school
- Building positive **relationships** are essential and we follow relational approaches
- Learning to regulate emotions is vital to increasing **independence** as pupils develop
- Our approaches help them to make the most of life's **opportunities**
- All behaviour is **communication**

2. Aims of this Policy

- To promote an environment where all members of the school community feel safe, secure and valued
- To develop pupils' strategies to regulate their emotions and manage their behaviour responses, helping them to become as independent as possible
- To encourage positive relationships between all members of the school community, to create an effective learning environment for all
- To support pupils' self-esteem, emotional wellbeing and mental health
- To be consistent in our approach to managing behaviour for each individual

3. Staff Responsibilities

- Behaviour is the responsibility of **ALL** staff at Southgate School. We promote a whole school intervention culture where the classroom is the safe base.
- All staff will ensure that incidents are recorded following school policies and procedures. More serious incidents must be recorded within 24 hours, with parents/ carers informed on the day of the incident

- All staff will follow school policies and procedures at all times, particularly with regard to their role in ensuring effective safeguarding
- Serious incidents must be reported to a member of SLT or one of the Pastoral and Intervention managers
- All staff will follow the school's values that underpin this policy and our approaches to behaviour

4. High Expectations

In the context of positive relationships and a nurturing environment, children respond to clear boundaries with high expectations.

The Southgate Way was introduced in 2019 following partnership work with pupils, staff, parents/ carers and school governors. It was revised in 2023.

This aims to create a positive learning environment for pupils to thrive in.

Pupils are expected to always try their best and to develop their independence.

The Southgate Way is visible around school and in all classrooms, setting out high expectations for all our learners and stakeholders.

Behaviour has consequences and it is important that our pupils develop an understanding of this. However, this will never be a sanction or punishment at Southgate School, instead it will be taught using restorative and reflective practices.

This policy is not concerned with rule enforcement. Instead, it is a tool used to promote positive relationships with all stakeholders, enabling us all to work together with the common purpose of helping our pupils to regulate and progress.



5. Celebrating Successes and Positive Behaviour

Positive behaviours are praised and celebrated to promote more positive behaviours in the future. This is far more powerful than sanctioning or punishing negative behaviours. We do not use rewards as extrinsic motivators, instead we celebrate each other's achievements. We have in place a variety of praise and celebration systems to promote positive behaviours:

- **Praise** – Clear, concise and specific praise is given to all pupils to celebrate individual successes, recognise effort and re-enforce positive behaviours.
- **Unconditional positive regard** – Reinforced with all pupils and stakeholders at all times.
- **Home-school communication** – Staff will share information about positive behaviour and/ or successes either face-to-face, by phone call, email, Class Dojo or school's social media channels (Facebook and Twitter).
- **Class celebrations** – Some classes may choose to celebrate pupils' successes and positive behaviours in a developmentally appropriate way. This is a celebration and does not include rewards or extrinsic motivators.
- **Class Dojo and Reflection Time** – All classes have daily 'Reflection Time'. As part of this, classes may choose to use Class Dojo as a tool to celebrate daily successes. Classes that use Class Dojo will have 6 set Dojos linked to The Southgate Way. Class Dojo will then be used in conjunction with Reflection Time, where pupils are encouraged to reflect on their/ others learning and celebrate positive behaviour and successes throughout the day using the expectations of The Southgate Way.
- **Special Mentions** – Every Friday, a celebration assembly is held. Special Mention postcards are awarded to pupils from every class. These will be linked with the school's values of Independence, Communication, Opportunity and Relationships and the weekly SMSC theme which is shared with all pupils in assembly on a Monday morning. The Special Mention postcards will be read out in assembly, the postcards will then be returned to the pupils to take home. Parents/ Carers will also be informed of the Special Mention by a weekly celebration newsletter that will be shared via Class Dojo and other school Social Media platforms.
- **Class of the Week Trophy** – A class is nominated for the Trophy each week to recognise their contribution to the SMSC theme for the week and for following The Southgate Way. The aim of this is to support pupils to celebrate the success of others and build their resilience.

6. Low Arousal Approaches, Developing Relationships, Environment and The Curriculum

It is necessary for staff to put a great deal of thought and energy in to developing the relationships, environment and skills needed for pupils to positively and effectively

manage their emotions, stress and challenging behaviour. All staff base their practice on the 6 Nurture Principles (detailed above). Support in relation to developing a nurturing ethos can be gained from the Pastoral and Intervention Team and other experienced staff within the school.

Low Arousal Approaches

We continually monitor pupils' arousal to maintain optimum levels for engagement and learning. By intervening early to understand the situation, we can identify triggers and stressors (social, physical, sensory, environmental etc.). Using low arousal strategies and solutions, we can avoid stress, fear and frustration. This in turn helps to reduce the occurrence of behaviours that challenge, which are displayed when pupils are dysregulated.

Positive Nurturing Relationships

The primary focus is on building trusting and secure relationships with pupils. This provides the foundation for staff to be able to challenge pupils to extend their skills and knowledge in all aspects of the curriculum.

Classroom Environment

The environment needs to be carefully considered to ensure all pupils feel safe and secure in their classroom. This should include the sensory environment, structured routines and the communication environment.

Curriculum (Zones of Regulation, Social Thinking, Attention Autism and Reflection Time)

All classes have structured sessions to develop communication and interaction skills. Each classroom uses and displays the Zones of Regulation, to enable pupils to identify their emotions and strategies to manage them. Where appropriate, classes use the 'Social Thinking' or 'Attention Autism' curriculums, to aid pupils' understanding of their own social awareness and emotions, and develop strategies to manage these. All classes also have daily Reflection Time to focus on the Social, Moral, Spiritual and Cultural theme for the week, as well as regular PSHE/SRE lessons.

7. Understanding Stress, Crisis and Behaviour that Challenges



At Southgate, we use the 'Six Stages of a Crisis Model' to understand the link between stress, crisis and challenging behaviour. Not all pupils in crisis will display behaviour that challenges and some pupils may display behaviour that challenges when not in crisis.

The Challenging Behaviour Foundation state that: "Characteristically, challenging behaviour puts the safety of the person or others in some jeopardy or has a significant impact on the person's or other people's

quality of life" (McGill, 2003).

Possible Causes of Behaviours that Challenge

The reasons why pupils may have high stress or display challenging behaviour will vary from pupil to pupil. Here are some possible causes:

- An unmet basic need e.g. hunger, too hot, pain
- Over-aroused or under-aroused
- Demands being placed upon them or not enough processing time
- Not enough structure or changes in routine
- Difficulty in understanding others or being understood themselves
- Difficulty navigating social situations or interactions with others
- Emotional wellbeing or mental health issues
- Previous traumatic experience or attachment difficulties
- Medical needs e.g. pain, fatigue, ill health, changes to medication.
- Hormonal changes
- Transitions

Behaviours that challenge are not generally 'curable' overnight. Meaningful and sustainable change can take some time and the focus should be on developing strategies for the pupil to understand and manage their emotions and stressors. Our approach is personalised for all pupils. The aim is not to be consistent between pupils, but for all staff to be consistent in their approach to each individual.

8. Managing Stress, Crisis and Behaviours that Challenge

All staff are responsible for helping pupils to regulate their emotions, stress and any resulting behaviours that challenge. Southgate staff use a non-confrontational and low-arousal approach to managing behaviours that challenge. It must be

emphasised that using principles of non-confrontation is not about not doing anything or not intervening. It is about ensuring that interventions are effective and avoid needless stress. Pupils benefit from clear and consistent personalised boundaries or 'non-negotiables' that are appropriate to meet their developmental, social and emotional needs. They also benefit from having a 'way out' of a stressful situation, such as using planned escapes.

Key Principles to Supporting Behaviour that Challenges (adapted from Hewett, 2005)

- Early intervention is key to reducing stress and preventing a crisis or incident from occurring.
- Stay calm and show this with your body language, communication style, behaviour and facial expressions.
- Get your priorities right:
 - Manage the incident and ensure everyone is safe – managing a crisis is not a teaching moment, that happens later through restorative conversations.
 - Work for an effective outcome rather than a winner and a loser.
- Tune in and stay sensitive to the pupil's stress levels (see '6 Stages of a Crisis' model).
- See the situation from the pupil's point of view and validate their emotions.
- Continually assess the situation for risks, triggers and opportunities to de-escalate.
- Seek support from other colleagues if needed. Support can be sought from neighbouring classes or by using the school's alarm system which alerts staff who are on call.
- Don't expect to manage all incidents successfully; the key is to continually reflect and learn.

Use of Reasonable Force and Restrictive Physical Intervention (Adapted from 'Use of reasonable force, advice for Headteachers, staff and Governing Bodies' DfE 2026)

Our Approach: Restrictive Interventions and Seclusion, as defined in the DfE guidance and this policy, are not a disciplinary response. Southgate School is a non-sanctioning Nurture School, where we see all behaviour as communication.

This section of the policy and the definitions below have been developed to align with the Use of reasonable force, advice for Headteachers, staff and Governing Bodies' DfE 2026

Reasonable Force: All members of staff have the legal power to use reasonable force in limited circumstances. At Southgate we only ever use any reasonable force or restrictive interventions when it is reasonable, proportionate and necessary and in line with our Team Teach Training and protocols. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Restrictive Intervention: Restrictive interventions describe the use of reasonable force and could include both physical and non-physical actions aimed to restrain pupils in different ways. Restrictive Interventions can be used to support pupils who are dysregulated and posing a risk to themselves or others. At Southgate, Restrictive Physical Intervention specifically refers to incidents in which Team Teach Supports are used in accordance with Team Teach training and protocols. (Further information can be found on pages 9 and 10)

Recording Restrictive Physical Interventions: All incidents of restrictive physical intervention are recorded following guidance and notifying parents (e.g. phone call, email or meeting). See: Section 10. Reflection and Recording Daily Behaviour and Incidents

Significant Use of Force: In this policy, this term specifically refers to incidents in which Team Teach Advanced Support would be used. This is not used at Southgate School and staff are not trained in these Advanced Team Teach Supports. However, if extreme circumstances occur where there is an immediate risk of significant harm, and if staff need to use significant force, it would be reasonable, necessary and proportionate.

Recording and Reporting Significant Use of Force: In these extreme circumstances, staff would record and report this with the oversight of a senior or wider leader, following guidance, as well as communicating this to parents and carers in writing on the day of the incident.

Seclusion: This is defined in the national guidance as a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave. This does not include co-regulation and self-regulation when pupils are supported by staff at all times (see definition below). Seclusion is not used at Southgate School unless extreme circumstances occur, as a safety measure to protect others from immediate risk of significant harm and with the oversight of a senior or wider leader.

Recording and Reporting Seclusion: Any incident of Seclusion would be recorded and reported to parents and carers in writing on the day of the incident.

Co-regulation & the use of breakout spaces and quiet rooms: Spaces such as breakout rooms and quiet rooms are used to provide pupils with a suitable environment to emotionally regulate through co-regulation with staff support. This is not seclusion as the pupils remain with staff at all times, even if they are prevented from leaving the space, and so are not “away from others.” If this is part of a pupil’s known regulation strategies, then it is recorded in their Positive Management Plan. This is agreed with parents and carers and pupils (where possible at a developmentally appropriate level).

Self-regulation & the use of breakout spaces and quiet rooms: If a pupil chooses to self-regulate in a breakout space or quiet room on their own, this is not seclusion as they are able to leave and so are not “prevented from leaving.” They remain supervised from outside the room by a member of staff at all times. If this is part of a pupil’s known regulation strategies, then it is recorded in their Positive Management Plan. This is agreed with parents and carers and pupils (where possible at a developmentally appropriate level).

Provision and the use of breakout spaces: Some pupils require their own individual space as part of their day-to-day provision to meet their SEND needs and to allow them to access the curriculum and the school environment. This is not seclusion as the pupils remain with staff at all times and so are not “away from others.”

Further information on restrictive interventions (adapted from ‘Use of reasonable force, advice for Headteachers, staff and Governing Bodies’ DfE 2026)

Southgate School has invested in its own in-house Team Teach trainers. They provide yearly Team Teach accredited training for all staff working with pupils, termly optional re-fresher drop in sessions for all staff and individual support for staff where required. The Team Teach approach focuses on de-escalating situations to reduce and ultimately eliminate the need for restrictive physical intervention. Physical intervention will only be used when other methods of de-escalation have been exhausted or where quick action is required (e.g. to prevent an assault).

Any restrictive physical intervention must be **reasonable, proportionate, necessary and in the pupil’s best interest**. It will always be at the lowest possible level and for the shortest possible time. Physical intervention may be used to:

- Prevent harm being caused to another pupil or adult
- Prevent the pupil from harming themselves
- Prevent damage being caused to property
- Prevent serious disruption

The decision on whether or not to physically intervene is down to the professional judgement of the staff member/s concerned and should always depend on the individual circumstances.

Where a member of staff has acted within the law – that is, they have used reasonable and proportionate force in order to prevent injury, damage to property or serious disruption – this will provide a defence to any criminal prosecution or other civil or public law action.

Physical intervention will never be used in the following circumstances:

- As a punishment or sanction
- To get pupils to conform

Parents and carers will always be informed when restrictive intervention has been necessary and in the best interests of the pupil, this will happen as soon as practicable after the incident.

Unfortunately, on rare occasions, injuries to pupils may result from Restrictive Physical Intervention (e.g. fingertip bruising). Staff at Southgate School will always be factual, open and honest when reporting and recording, including any non-Team Teach techniques used. Restrictive physical intervention will only ever be used when the risks of not physically intervening outweigh the risks of physically intervening.

Although we operate a 'hands-off' approach wherever possible, failure by staff to take reasonable, proportionate and necessary action could lead to them being held accountable.

Searching (adapted from 'Use of reasonable force, advice for Headteachers, staff and Governing Bodies' DfE 2026)

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. If staff feel there are reasonable grounds to suspect that a pupil may have a prohibited item (detailed below) then the Headteacher, a member of SLT or a member of the Pastoral and Intervention team will conduct a search. A member of staff can use such force as is reasonable. There will always be another member of staff witnessing. Where possible, we will contact parents/carers prior to any search. We work collaboratively and pro-actively to reduce the risks by creating individual risk assessments.

The list of prohibited items are:

- Knives and weapons (including replica weapons)
- Alcohol
- Drugs or Illegal substances
- Stolen items
- Tobacco and cigarette papers
- Vapes or E-cigarettes
- Fireworks
- Pornographic images
- Electronic devices being used inappropriately including mobile phones, cameras and recording devices
- Any item that could be used to harm self or others or cause damage to property

9. Recovery, Depression and Restorative Practice (The 3 L's)

Pupils should be reassured and supported sensitively through the recovery and depression stages of a crisis. It is likely that if too many demands are placed upon the pupil at this time or a restorative conversation is attempted too early, it will trigger another crisis incident.

Once the pupil is calm (this may be within an hour, a couple of hours or the next day) a restorative activity or discussion must be carried out with the pupil by a trusted and familiar member of staff. Ideally this would be a member of staff who experienced the incident with the pupil. The aim of Restorative Practice is for pupils to take responsibility for their own behaviour and learning, strengthening and repairing relationships, being inquisitive about what needs to happen to move forward and avoiding attributing blame (Thorsborne & Blood, 2013).

All restorative conversations at Southgate use the following questions:

- **Listen - What happened?** – Allow the pupil to tell the whole story from their point of view.
- **Link - How did you feel when it happened?** – Go back to different points of the story and ask how they were feeling.
- **Learn - What can you do next time you feel this way?** – Reflect on how the situation can be repaired and resolved to allow them to move on. Develop regulation strategies - what could happen differently the next time the pupil feels the same way?

At Southgate School, this is considered developmentally. The 3 Questions remain the same, however, this will be presented differently for each pupil and could include the use of the blue restorative folders, visual emotions cards, social stories, comic strip conversations, Zones of Regulation, technology such as iPads, etc. At Southgate, we aim to remove all barriers, for all of our pupils, to enable everyone to engage in restorative discussions.

Southgate school is a no sanction, no punishment school where logical consequences are used for behaviours. These consequences must link to the context of the situation and are always viewed as a teaching moment that supports the pupil/ pupils involved in moving forward and making a different choice in the future. Consequences will be appropriate and will be chosen and agreed between all participants involved.

Pupils should always know they are not defined by an event. Once an incident and any following restorative work is complete then the incident is finished and we all move on ensuring constant unconditional positive regard is upheld.

Feedback to parents and carers will always be given following any incidents of challenging behaviour. It should always be made clear to parents and carers that the incident was dealt with in a restorative manner and the situation is finished and all involved understood the incident was resolved.

10. Reflection and Recording Daily Behaviour and Incidents

We promote a continually reflective discourse. This enables us to learn from experience and respond to changes as appropriate, including reflecting on ourselves as practitioners and how a pupil responds to triggers and de-escalation approaches (McDonnell, 2019).

The class teacher is responsible for recording and reporting anxiety/stress, crisis, behaviour that challenges, physical intervention and any bullying or discriminatory behaviours.

At the end of each day, the class team will discuss each pupil's day and reflect on the levels of anxiety/stress, what has been communicated through behaviour and how the pupil managed this. The focus is on identifying causes and triggers and never about blaming the child. This daily reflection is recorded on Arbor through the 'Behaviour Quick Entry'. This records each pupil's arousal levels as Outstanding, Good, Stage 1 or Stage 2. The daily recording of behaviour is a tool for teachers and leaders to analyse behaviour patterns and trends and provide the most appropriate support to pupils/ classes. This information is not to be shared with pupils.

All crisis incidents should be recorded in full as a 'Crisis Incident' on Arbor. Any restrictive intervention should be recorded in full as a 'Stage 3- Physical Intervention' incident on Arbor, with the PI Report document completed in full.

During daily reflection time, daily behaviour records should be agreed by all staff working as part of the class team. The behaviour recorded should take in to account the overall presentation of the pupil throughout the day. The baseline presentation of all pupils' is different and therefore familiar staff will take this into consideration when reflecting on the day.

- **Outstanding day**

The pupil has successfully engaged in the day's activities. They have followed The Southgate Way at all times and successfully managed any challenges in a developmentally appropriate way or with increasing independence.

- **Good day**

The pupil has engaged in the day's activities with very minimal issues. They have followed The Southgate Way the majority of the time. Any issues or challenges were managed and did not have a wider impact on their behaviour or engagement.

- **Stage 1**

The pupil has encountered some barriers which prevented engagement in the day's activities. They have not consistently followed the Southgate Way and have displayed low level anxiety related behaviours (as detailed in their PMP) that have had a wider impact on their behaviour or engagement.

- **Stage 2**

The pupil has encountered ongoing barriers which prevented them from engaging in the day's activities. They have not followed The Southgate Way and have displayed defensive/ escalating behaviours (as detailed in their PMP) that have had a wider impact on their behaviour or engagement.

The categories below are only recorded when any crisis incident occurs

Crisis Incident

A crisis incident is when the pupil has lost control (as detailed in their PMP, see appendix). This has not required physical intervention to manage the situation.

- **Stage 3 PI**

A crisis incident when the pupil has lost control (as detailed in their PMP, see appendix) and has required physical intervention to keep themselves safe, others safe or prevent the destruction of property.

Other documents that may need to be completed or updated include:

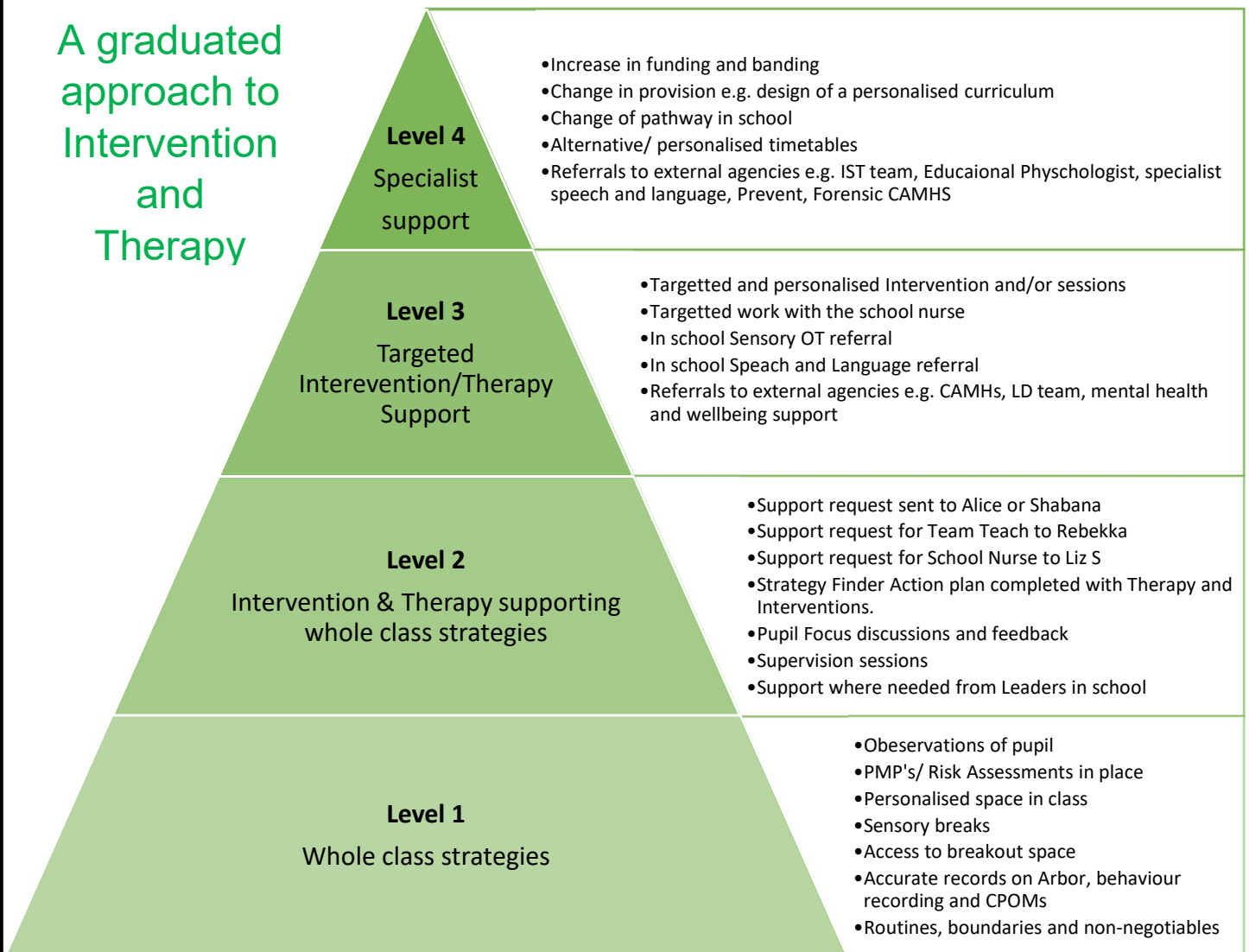
- Positive Management Plans
- Risk assessments may need to be written or updated.
- Accident Report (IR22) if anyone has sustained an injury.
- If the incident involved any bullying, discriminatory behaviour (e.g. racism, sexism, homophobia etc) or safeguarding concerns then it will be recorded on CPOMS by the member of staff who witnessed the incident.
- Verbally inform the SLT on duty, the Head Teacher or DSL of serious concerns or incidents.

See the 'Behaviour' documents in the Staff Handbook for further guidance.

11. A Graduated Response to Behaviour

Pupils at Southgate School have a wide range of individual needs which may change over time. As such, a flexible and personalised approach within an overall structure of consistency is required. Whilst we envisage that the majority of pupils at Southgate will have their needs met within Level 1 (see below), we do recognise that some will require additional support. A graduated response to behaviour allows staff to support our pupils according to their current level of need. The diagram on the next page shows some examples of support offered at each level of our graduated response:

A graduated approach to Intervention and Therapy



At Southgate school we have heavily invested in our Therapy and Intervention offers. Our in-school offer can include:

- Pastoral and Intervention Managers
- Pastoral and Intervention Manager – Oversight of Behaviour
- Therapy Manager
- Specialist Therapy Leads and Teams (Speech and Language, Sensory and Physical)
- Pastoral and Intervention Officers with specialist training in specific areas (e.g. Bullying, Discrimination, Bereavement, Online Safety, Mental Health and Wellbeing, etc).
- Academic Tutoring

We can also commission specialist services such as:

- Sensory Occupational Therapist
- Speech and Language Therapist
- Music Therapist
- School Nurse

12. Communication

Southgate School values parents and carers as experts in their child therefore communication with them is seen as a vital. All those involved with the pupil are encouraged to maintain open communication, including external agencies such as CAMHS.

Continued communication with parents and carers is essential. We aim to make contact with every family, every week. Parents and carers must be informed of any serious incidents and physical intervention the same day as it occurred, ideally before the pupil arrives home. Individual arrangements and preferences can be agreed, recorded and signed in Positive Management Plans (PMP).

It is likely that parents and carers will also be experiencing similar incidents. Good relationships and being honest and open with others involved will ultimately help to learn about behaviours and enable the development of constructive plans. We place great value on feedback from parents/ carers about the wellbeing of their child.

Any incidence of bullying or discriminatory behaviour (e.g. racism, homophobia, sexism) is regarded as very serious and will never be tolerated. The parents/carers of pupils suffering any bullying or discriminatory abuse must be informed in person or by telephone in order that they can counsel and support their child. Parents/carers of pupils who display bullying or discriminatory behaviour will also be informed in order to challenge these behaviours and promote positive changes. Follow up and restorative work will always be carried out. (See Anti-Bullying Policy for further guidance).

13. Purple Folders and Positive Management Plans

Some pupils will need more personalised support to help them manage their stress/anxiety and/or to reduce the incidence of behaviour that challenges. Because of the importance of secure relationships, this support is most likely to be successful when provided by familiar and trusted classroom staff.

Positive Management Plans (PMPs) will be written, in collaboration with parents/carers, for pupils who have required physical intervention, or pupils who have had Stage 3 incidents, or pupils who display continued challenging behaviour and data indicates they are having lots of Stage 2 days (see Recording Daily Behaviour above). Some pupils may have additional personal risk assessments. These documents will give clear guidance on approaches and strategies to support the pupil.

PMPs will need reviewing regularly with the teaching team. If new behaviours are observed, behaviours change, or there is an episode of regular critical incidents an urgent review of the plan must be made.

All classes have a Purple Folder which includes all PMP's, Risk Assessments, Intimate Care Plans and Personal Evacuation Plans for all their pupils. It is the responsibility of all staff to keep these documents under consistent review and when changes are made, all staff need to read, sign and implement them.

14. Alternative and Personalised Timetables

It may be deemed to be necessary for reasons of safety to keep a pupil out of the classroom for a period of time following an incident. This will never involve seclusion, isolation or be punitive. Instead it will be restorative in nature and may include the use of planned escapes, alternate spaces around school, quiet rooms or breakout rooms. A return to class will be facilitated and carefully managed at the appropriate time.

Personalised or alternative timetables may be established to reduce stress levels (e.g. providing a lower stimulation environment for parts/ whole of the day) or provide a more personalised approach to learning (e.g. additional lessons on emotional regulation). These short-term measures will be reviewed regularly.

15. Transitions

Transitions are significant in the lives of all pupils. Pupils experience a range of transitions on a daily basis; from home to school, between rooms and staff in school, ending one activity and starting another or from lessons to break time. At Southgate School, we recognise that consistency, predictability and routines help pupils feel safe throughout transitions. Staff understand that emotions and behaviour can be triggered by both small and large changes, and pupils will always be pre-warned or reminded about changes in routines, using visual support where appropriate. We support daily transitions by:

- Greeting pupils at the entrance to school and the classroom
- Maintaining high levels of staffing during transitional times
- Ensuring all pupils know where to go to seek help if required
- Providing resources to support transitions (e.g. Visual Timetables, Now and Next boards, transitional objects, Social Stories)

Larger transitions, such as a pupil transitioning to Southgate, a pupil transitioning out of Southgate or a pupil transitioning class within Southgate, will require a transition plan and timetable, some may need additional support, a high level of

personalisation and a longer transition period. These will be created in collaboration with staff, parents/carers and the pupil (where developmentally appropriate). All transition plans will be flexible and responsive to pupil's stress levels and wants/needs. The basis of any transition will be developing relationships between key staff, the pupil and the pupil's family.

16. Safeguarding

Southgate 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 behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, this will be recorded on CPOMs and we will follow our Safeguarding policy.

17. Suspensions and Exclusions

There is not a culture of using suspension and exclusion at Southgate School. We recognise the potentially detrimental impact of suspensions and exclusions. Consequently, we aim to avoid any use of suspensions or exclusions in response to behaviour that challenges.

Only the Head Teacher can make the decision to suspend or exclude a pupil. This will only be considered when it is deemed unsafe for the pupil to be in school or detrimental to the effective education of other pupils and all other options have been exhausted. Suspension and exclusion will never be used as a punishment. Necessary adjustments must be made to the environment, provision or curriculum for the pupil to return. A restorative discussion will be carried out before the pupil returns to school. Arrangements will be made for education at home if the exclusion is prolonged.

18. Policies or guidance to provide further advice for specific situations

- Absconding Policy
- Anti-bullying policy
- Safeguarding Policy
- Guidance in the behaviour section of the Staff Handbook

19. Conclusion

- The 6 Principles of Nurture, Attachment Theory and Relational Practice underpin everything we do.
- We are committed to promoting safe practice within the context of respect and dignity.
- Our aim is for all pupils to build secure and trusting relationships with staff and their peers. This will enable them to learn the skills they need to regulate their emotions as independently as possible.
- We are a no sanction, no punishment school.
- We do not use rewards as extrinsic motivators; we praise and celebrate pupils' successes and achievements.
- All staff are responsible for helping pupils to regulate their emotions, stress and any resulting behaviour that challenges.
- We will continually reflect, record, plan and take action to reduce pupils' stressors.
- If pupils are in crisis or display behaviours that challenge, all staff will manage this calmly, effectively and keep everyone safe.
- A clear commitment is required by all staff to this behaviour policy in order for it to be effective.
- It is essential that over time this policy should be reviewed regularly in order to determine its effectiveness.