

HARLOW FIELDS SCHOOL & COLLEGE

Working Together To Succeed



POLICY TITLE:	Behaviour Support Policy
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ADOPTED:	September 2025
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COMMITTEE:	FGB
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School staff were consulted on this document and it was accepted by the personnel committee on:	N/A
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Signed by the Chair of FGB:	

Harlow Fields School and College

Behaviour Support Policy

“Working Together to Succeed”

Introduction

Children and young people are not born with an understanding of prosocial behaviour. As a school community, we help them learn through experience, positive relationships, and clear boundaries, that success is possible and achievable.

Harlow Fields School and College is a Local Authority maintained special school for young people aged 3–19 years. We are an inclusive, nurturing community that recognises each pupil’s individual strengths and needs. All pupils have an Education, Health and Care Plan (EHCP), and our provision caters for moderate, severe, profound and complex needs, including autism and sensory processing difficulties.

We believe that every child deserves to feel safe, valued, and supported. Our behaviour policy reflects our therapeutic approach, embedding empathy, dignity, and respect at the heart of our practice. We are committed to *working together to succeed*, ensuring that all members of our school community feel protected and empowered – especially those who have experienced harm or bullying.

We work closely in partnership with families to ensure consistent approaches to behaviour and emotional wellbeing, both at school and at home.

1. Our Values

Harlow Fields School and College aims to ensure that pupils:

- Build relationships that are secure, safe and supportive.
 - Understand their own needs and respect those of others.
 - Feel a sense of belonging and connectedness.
 - Show resilience by supporting themselves and each other during difficult times.
 - Use creativity to engage with learning and problem-solving.
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2. Aims

This policy aims to:

- Provide a consistent, therapeutic approach to behaviour.
- Define what we consider to be prosocial and antisocial behaviour, including bullying.
- Summarise the roles and responsibilities of all members of the school community.
- Promote emotional regulation and restorative practice.
- Provide specific and compassionate support for victims of bullying.

- Foster strong, open relationships with families so that behaviour strategies are consistent and well understood.
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3. Rights

At Harlow Fields School and College, everyone has the right:

- To feel safe, happy and secure.
 - To learn and play without threat or disruption.
 - To be heard and treated with fairness and sensitivity.
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4. Legislation and Statutory Requirements

This policy is based on:

- DfE guidance on *Behaviour and Discipline in Schools*
 - The *Equality Act 2010*
 - *SEND Code of Practice*
 - Section 175 of the *Education Act 2002*
 - Sections 88–94 of the *Education and Inspections Act 2006*
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5. Roles and Responsibilities

5.1 Governors

- Review this policy and monitor its implementation.

5.2 Headteacher

- Ensure the policy is effectively implemented and monitored.
- Maintain a school environment that promotes prosocial behaviour.

5.3 Staff

- Implement the policy consistently and compassionately.
- Model prosocial behaviour and provide personalised support.
- Communicate regularly with families to share strategies and celebrate progress.

5.4 Parents and Carers

- Support their child in following the school's expectations.
 - Work collaboratively with staff to promote consistency between home and school.
 - Keep the school informed about any factors that may affect their child's behaviour.
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6. Definitions

Prosocial behaviour: Positive, helpful actions that promote social acceptance.

Examples: Engagement in learning, respectful conduct, safe movement, care for property.

Antisocial behaviour: Actions that harm others, the environment, or the learning atmosphere.

Examples: Verbal or physical harm, unsafe actions, property damage, bullying.

7. Bullying

Definition

Bullying is the repetitive, intentional harming of one person by another, where there is a power imbalance. It may be emotional, physical, verbal, sexual, racial, or cyber in nature.

Our Approach

At Harlow Fields, bullying is not tolerated. We understand that some pupils may struggle to recognise bullying or to communicate their experience of it. Therefore, staff remain vigilant and responsive.

We take a trauma-informed, therapeutic approach to managing incidents and ensure every child involved is supported appropriately.

Supporting Victims of Bullying

We are committed to supporting victims of bullying in practical and compassionate ways. This may include:

- Referral to CAMHS or other therapeutic services
- Access to school-based counselling
- Bespoke timetabling, protected environments, or quiet spaces
- Key adult support and regular wellbeing check-ins
- Close communication with families
- Restorative conversations if/when appropriate
- Peer support or social reintegration activities
- Careful monitoring of emotional wellbeing

Every incident is investigated thoroughly. We centre the *victim's experience* and prioritise *healing, safety and re-empowerment*, in close collaboration with families.

8. Understanding Behaviour

Conscious vs Subconscious

Understanding whether behaviour is a choice or a response to unmet needs is essential. Staff assess contributing factors such as anxiety, confusion, sensory input, trauma, or medical needs.

Tools

- Anxiety Maps: Track triggers related to time, people, or environment.
 - Roots and Fruits: Explore underlying causes of behaviour collaboratively with staff, therapists and families.
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9. Teaching Emotions

We support pupils to regulate emotions through co-regulation. Steps include:

1. Recognising and calming ("I understand how you feel.")
2. Validating ("It's okay to feel upset.")
3. Setting boundaries ("But we can't hurt others.")
4. Problem-solving ("Let's work this out together.")

These approaches are shared with families to support consistency between home and school.

10. Communication

We adapt our communication methods to meet individual needs.

Strategies:

- Non-verbal: Calm tone, open posture, safe distance
 - Symbols and social stories
 - First and Then boards
 - Positive phrasing
 - Limited choices
 - Disempowering antisocial behaviour
 - De-escalation scripts displayed across the school
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11. Promoting Prosocial Behaviour

We celebrate positive behaviour with:

- Verbal praise
- Home-school communication
- Choosing opportunities
- Special responsibilities
- Merits, certificates, termly trophies

All achievements, big or small, are recognised and celebrated in partnership with families.

12. Managing Antisocial Behaviour

12.1 Educational Consequences

Used to re-teach expectations:

- Re-doing transitions
- Completing missed work
- Positive reinforcement

12.2 Protective Consequences

Used when safety is at risk:

- Risk assessments
- Limited access to certain environments
- Adjusted plans with SLT involvement

12.3 Safe Touch and Handling

Only used when necessary:

- Supportive hugs (side-on)
- Guided movement
- RPI (Restrictive Physical Intervention) only as a last resort

All physical interventions must be recorded and reported. Parents are always informed.

13. Repair and Restore

We take a restorative approach after incidents:

- Focus on harm caused
- Ask restorative questions
- Support victims with dignity
- Restore relationships only when the victim is ready

This process is tailored, trauma-informed, and sensitive to the needs of both the pupil and their family.

14. Monitoring Behaviour

Pupils with ongoing antisocial behaviour have a:

- Behaviour Intervention Plan (BIP)
- Individual Risk Assessment

Plans are developed with family input, regularly reviewed, and overseen by senior leaders to ensure support remains responsive and appropriate.

15. Pupil Transition

Pupils participate in transition sessions. Behaviour and support information is passed on to new teachers or settings to ensure continuity.

Victims of bullying who are transitioning receive individual planning to ensure they feel secure in their new environment. Families are fully involved in all aspects of planning.

16. Training

All staff receive ongoing training in:

- Therapeutic behaviour management
 - Emotional regulation and co-regulation
 - RPI and de-escalation techniques
 - Restorative practice
 - Child protection and safeguarding
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17. Reviewing the Policy

This policy is reviewed annually by the Headteacher and Senior Leadership Team, in consultation with Governors and wider staff. Input from parents and carers is welcomed during the review process, in keeping with our ethos of *working together to succeed*.