



Spa Education Trust Behaviour Policy

This policy has been developed in accordance with:

- The *Equality Act* 2010
- Keeping Children Safe in Education 2025
- *Behaviour in Schools: advice for headteachers and school staff* 2022
- Positive Environments Where Children Can Flourish – October 2021:
<https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish/positive-environments-where-children-can-flourish>
- Human Rights Act
- Restrictive interventions, including the use of reasonable force, in schools DfE April 2026

Aims

- To create an environment where pupils feel safe, secure and respected
- To help pupils understand and manage their own behaviour in ways that are acceptable in the wider society in which they live
- To enable pupils to develop a sense of self-worth and tolerance and respect for others
- To create a consistent and positive approach to behaviour support across the Trust

At times, autistic pupils may display behaviours of distress. Behaviour can impact on the quality of a student's life and can prevent access to learning. Careful behaviour support can prevent such distress and has a very high priority at Spa Education Trust. All adults are responsible for supporting pupils with behaviour and all staff receive regular training in behaviour support and are supported by the leadership team and other specialists.

We ensure that all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe, feel safe and everyone is treated respectfully.

The Spa Vision underpins our curriculum and our ways of working. We ensure that all pupils at Spa are:

- Happy, safe and healthy
- Developing their communication and independence while learning and achieving
- Are ready for the future

Behaviour as Communication

Behaviour is always seen as a form of communication and it is from this starting point that we support our pupils. Staff have frequent training on communication best practice, we have *communication guidelines* that are available in every classroom and we ensure that all pupils have a functioning and valid form of communication available to them at all times.

Functions of behaviour

Staff analyse why behaviours might be occurring. We understand the behaviour of autistic pupils will almost always be about meeting their needs. When monitoring behaviour, we record:

- Triggers
- Situation / Antecedents

- Frequency
- Time / place
- Duration
- Severity
- What happened afterwards

Behaviours are recorded on CPOMs using the following forms:

ABC forms for known behaviours,

Behaviour forms for new or higher level behaviours

Behaviours with Physical Intervention forms if any form of physical intervention was required to maintain safety.

All behaviour incidents logged on CPOMs are reviewed by members of the SMT on the day they are recorded, and support is given to the class team to ensure behaviour support strategies and plans are up to date and effective.

In some cases, when a behaviour occurs very frequently, class teams may be advised to use additional forms of behaviour trackers to analyse patterns and enable further support to be provided.

The SMT provide support and recommendations on strategies to put in place in response to any incidents.

Supporting behaviour

We use Wellbeing Plans to help pupils take control of their own behaviour. These are developed with the families and emphasise pupil voice wherever possible. Wellbeing Plans identify:

- the pupil's strengths and likes
- Favourite activities and interests
- Possible antecedents including setting and triggers
- Preventative measures
- Desirable behaviours to be taught directly
- A range of support strategies including:
 - communication
 - environmental
 - routines
 - adult support
- proactive and preventative strategies to reduce triggers and increase self-regulation
- Support for the student to reflect on any incidents of behaviours of distress
- Methods of monitoring
- Review dates

Wellbeing Plans are updated termly, or more frequently if the needs of the pupil change, and at every annual review. Plans are shared with all staff working with that pupil. A member of the Senior Management Team will support teachers when writing initial Wellbeing Plans and with their subsequent review.

Those with a higher need of support may have an Individual Risk Assessment and / or a Personal Support Plan (PSP). The Assistant Headteacher for each key stage leads on the writing, reviewing and implementing of PSPs.

Sanctions such as playtime or after school detentions are not used at Spa.

We recognise that times of transition and beginning and ends of term can be particularly difficult for many of our pupils. We help reduce pupil anxiety by ensuring that transitions are carefully managed, direct teaching about expectations occurs through the PSHE and Social Communication curriculum and through the use of social stories and visuals.

Pupil Support: Teaching and valuing positive behaviour

We use a range of positive strategies in behaviour support planning including:

- developing communication skills
- teaching negotiation skills
- changing and adapting the environment
- increasing structure
- distraction and replacement of a more appropriate behaviour
- planned ignoring
- time out
- token economies / reward charts
- social stories
- contracts
- direct teaching through the curriculum including Social Communication and PSHE lessons
- We reinforce desired behaviour in ways that motivate individual pupils.

In addition to the above strategies, we treat pupils in the following ways in order to help them to achieve their best:

- treat pupils with patience and respect
- always remember that the pupils have a disability and think differently
- joke with them only when we can be sure that they will understand
- shouting and sarcasm by staff are never permitted
- use consistent strategies and language
- differentiate the level of language used with individual pupils
- frequently use praise
- avoid negative words and reinforce positives
- allow supervised time out if pupils are stressed

Many pupils will have some form of reward chart that will reinforce understanding of desired or target behaviours. These reward charts are tailored to individual pupils and will take into account a pupil's special interest or preferred activities. Food is never used as a reward or motivator.

Restrictive Physical Intervention

Restrictive physical intervention is the positive application of reasonable force to ensure, by physical means alone, that a pupil does not cause injury either to themselves, a member of staff, another child or significant property damage. Restrictive Intervention should only be used as a last resort once all other options have been exhausted.

Staff complete de-escalation and physical intervention training (Team Teach) so they can support pupils safely and effectively if necessary. *Please see the Physical Intervention Policy*

Bullying, including cyber bullying, prejudice-based and discriminatory bullying

We do not tolerate bullying, but we acknowledge that many of our pupils may not fully understand how their behaviour impacts on others or could be experienced as bullying. Bullying behaviours are never ignored and all incidents are recorded on CPOMS.

Online safety lessons are an integral part of the Computing curriculum and pupils are explicitly taught how to remain safe online and behaviours that are unacceptable both online and through mobiles including WhatsApp and other messaging programs.

Please see the Anti-Bullying Policy for further information

Discriminatory language and incidents

Although rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender or religion are not acceptable within our school's community.

All concerns are recorded on CPOMS and these will be dealt with in line with the school's antibullying policy. *Please see the Anti-Bullying Policy for further information*

Child-on-child abuse

All staff receive a high level of safeguarding training and are trained in spotting the signs of child-on-child abuse. Staff report all concerns on CPOMS including those that involve reference to online and social media use.

Exclusions

We take responsibility for the behaviour of the pupils while at school and don't use exclusion as a tool for expecting parents to modify school-based behaviour. We never permanently exclude pupils. We work closely with parents and carers and other professionals if we are not able to meet a pupil's needs and a change of setting might be required.

Banned items and searches

If a member of staff suspects a pupil may have a dangerous object with them, they will inform the Headteacher immediately. The Headteacher will discuss with the Executive Headteacher.

A dangerous object can be defined as any item listed in paragraph 3 of [Searching, Screening and Confiscation – Advice for Schools 2023](#).

A plan would be made with the family to ensure the safeguarding of the school community and the safeguarding of that pupil. A pupil may be asked to show the contents of their bags or pockets. In some circumstances, where a risk to the pupil or others had been identified, the pupil's possessions may be checked without their knowledge. We will always work with families in such circumstances. The Headteacher would coordinate all such searches. All searches will be recorded on CPOMS for review by the Headteacher

Pupils are now allowed to use their mobile phones during the school day. Pupils who bring their phones into school must place them in the office and can collect them at the end of the day. If a pupil is unable to follow this rule, we will work with families to support the pupil to leave their phone at home. *Please see the Online Safety Policy and IT Policy for further information*

Working with families

We work closely with parents and carers in developing positive behaviour. Pupils will often behave very differently in different environments and parents are never made to feel that the behaviour of their child during school time is their responsibility. A member of the Senior Management Team will speak directly with parents and carers if an incident has occurred at school and will share strategies to be implemented to support pupils.

We work closely with families to share strategies and resources used successfully at school, so that they can be used at home if appropriate. We hold training for parents and carers about supporting behaviour and developing communication. We work with families and external professionals, such as Early Help, CAMHS or Social Care, if families require a Team Around the Family approach to supporting behaviours outside of school.

Malicious Allegations

Pupils will always be listened to and their safeguarding will always lead staff response. If a pupil makes an allegation, this will be reported to the Headteacher immediately and our safeguarding procedures followed. If the allegation is false and malicious, the school will work with the family to identify the function of the behaviour and to implement support for the pupil. This may include making an external referral to a supporting organisation.

Managing Pupil Transitions

We are aware that times of transition can be particularly difficult for many of our pupils. To ensure a positive transition to Spa we work closely with families, previous schools and settings and have a transition program for all pupils joining the school. A structured year 6 / 7 and Year 11/12 programme runs every summer. Individual transition plans are provided for all pupils joining the reception class at Spa Camberwell. We meet with parents and the pupil prior to them starting at Spa and will meet with professionals, including attending Annual Reviews, prior to a pupil joining wherever possible.

Roles and Responsibilities

Staff Training

All staff complete a structured induction programme upon joining the school. The induction focuses on support for autistic pupils including supporting their behaviours. Safeguarding, health and safety and behaviour training are part of the induction.

Teachers and TAs have regular training across the year, with sessions being held each Monday. Training includes how to write and implement Wellbeing Plans, developing communication skills, Functional Behaviour Analysis and supporting behaviour in the classroom. All permanent staff complete Level Two Team Teach Training and all staff complete a one day annual refresher.

Leadership and management

The Headteacher is responsible for ensuring the behaviour policy is implemented. The Headteacher reviews all incidents of physical intervention on a daily basis. The Deputy Head and Assistant Headteachers review all incidents for their key stage on a daily basis.

Half termly and termly reports on incidents including use of physical intervention and bullying, sexual, racist and other forms of harassment are compiled and shared so that the frequency of such incidents can be reduced and pupils, families and class teams have effective support.

CPOMS is used to record all incidents and all actions taken in response.

The Local Governing Body and Trustees receive monitoring reports each term and approve relevant policies annually.

Holly McAlpine and David May are the named Trustees for Behaviour and Safeguarding. They meet regularly with senior leaders and visit the school regularly.

Policy Review This policy will be reviewed annually by the Executive Headteacher, shared with all staff and approved by Trustees.

Policy Links

This policy should be read in conjunction with:

- Keeping Children Safe in Education
- Anti-bullying policy
- Physical Intervention Policy
- Staff Handbook
- ASD Handbook
- Communication Guidelines
- Complaints policy
- Mental Health policy