



Part of Brighter Futures Educational Trust

BEHAVIOUR AND RELATIONSHIPS POLICY

Policy Number: 22L

Review Committee: ELT

Type of Policy: Non - Statutory

Review Period: Annually

Approved: May 2026

Next Review: May 2027

Version Control

V1.1	November 2024	New Policy replacing policies 22, 44, 45 & 46
V1.2	January 2026	New layout change due to rebranding
V1.3	May 2026	New Policy

Contents

1. Aims
2. Staff training and development
3. Roles and responsibilities
4. Behaviour curriculum
5. Support and understanding pupil behaviours
6. Promoting and maintaining valued behaviours
7. Supporting and understanding detrimental behaviours
8. Consequences for detrimental behaviour
9. Physical intervention
10. Reflect, repair, restore (RRR)
11. Definitions
12. Legislation

1. Aims

At Larwood we recognise the links between behaviour, feelings, and experiences. We believe positive staff-student relationships are central to success. Consistent, respectful connections help students feel safe, understood, and valued, which in turn supports emotional regulation, confidence, and engagement with learning. Through trust, care, and clear boundaries, staff create the conditions for students to grow and thrive both in school and beyond.

Our approach to behaviour management is aligned with the Therapeutic Thinking training. These procedures outline the purpose, nature and management of behaviour in our school in line with Therapeutic Thinking Ltd. Every school relies on its members behaving in certain ways to achieve its purpose. Our school's central purpose is concerned with children's learning and their overall well-being. Structure, routines, positive norms, taught behaviour, high expectations and consistent consequences are fundamental to any successful school-led behaviour culture. The leadership of behaviour in our school is never done and one single strategy or idea is not going to yield the desired results. Regular review and evaluation of the behaviour policy framework are integral to its success. This involves gathering feedback from stakeholders, conducting formal evaluations, and making adjustments based on lessons learned and emerging best practices.

Therefore, these procedures, and its application, aims to:

- Create positive experiences for all pupils
- Protect the physical and emotional wellbeing of all members of the school community
- Maintain a safe, calm environment that enables all pupils to learn
- Analyse and interpret all behaviour as a form of communication
- Ensure all pupils are provided with what they need to develop valued behaviour
- Explicitly teach valued behaviours, so that pupils make progress
- Analyse and reduce suspensions and exclusions
- Eliminate prejudice, discrimination, bullying, and all forms of abuse

Collaborative approach

Our settings adopt a collaborative approach involving staff, students, parents/carers, and external agencies. The framework outlines mechanisms for collaboration, communication, and sharing of information to ensure a coordinated response to behaviour management.

Consistency

Staff consistency is key to an effective and sustainable behaviour culture. We use numerous ways to invest in staff consistency and each one is re-visited, re-taught and reset when appropriate to do so.

- Whole staff training and staff briefing reminders
- Behaviour scripts for staff/deliberate practice, including script accountability conversations
- Leadership role models
- Agenda meeting item/regular meetings to revisit routines

- Behaviour Curriculum
- Learning Walks/classroom visits are part of normal culture
- Behaviour systems are monitored systematically
- Termly/annual relaunch of expected behaviours

Behaviour expectations and support opportunities need to be taught, integrated, and reviewed as explicitly as subject knowledge. We understand the need to learn not just what the expectations are, but also how to meet them.

2. Staff Training and Development

At Larwood we recognise every adult at the school has an important role to play in developing pupils' valued behaviour and reducing detrimental behaviour. We also recognise that every member of staff requires support and training to achieve this. We value Continuing Professional Development (CPD) here at Larwood, for new and existing staff, which is why our staff undertake trauma and attachment training as well as mental health first aid. In addition to this, training from external providers is delivered to ensure our team have the most up-to-date information on PDA profile, ADHD and Autism specific training, resulting in our students having their needs, behavioural or otherwise, met. Our approach to our delivery of autism-friendly learning was recognised as in April 2025 we became an Advanced Autism Accredited school. Furthermore, all child-facing staff receive training about the school's approach to behaviour from trained Therapeutic Thinking Tutors and will take place wherever possible before the new colleague starts working directly with pupils, or as soon as possible thereafter, this is then followed up with annual refreshers. Our Therapeutic Thinking Tutors also receive annual refresher training to maintain their tutor status. This training will focus on core principles, as well as the roles and responsibilities of key staff.

We have five Therapeutic Thinking Tutors across Larwood school

- Joe Scales - Deputy Head Teacher Larwood Beech Road
- Adiba Hanam - Class Teacher Larwood Beech Road
- Todd Baines - Deputy Head Teacher Larwood Stevenage
- Nick Sheldon - Assistant Head Teacher Larwood Stevenage
- Kerry-Ann Paul - HLTA Larwood Stevenage

3. Roles and Responsibilities

Trustees

- Reviewing this Behaviour and Relationships procedures document in conjunction with the Behaviour Lead
- Monitoring the procedures effectiveness through conversations, feedback and data
- Holding the Behaviour Lead to account for its implementation

- Monitoring behaviour data including incidents, time out of sessions, top achievers, restraint and RPI's, positive behaviour development through Standards Committee meetings.

Behaviour Lead

- Reviewing and approving (with trustees) this policy
- Ensuring that all staff understand the principles and approaches to pupils' behaviour described in this policy
- Ensuring that all stakeholders (staff, pupils, parents/carers, trustees, wider community) are involved in reviewing and updating this policy
- Ensuring all staff have appropriate training and support to teach valued behaviour and reduce pupils' detrimental behaviour (annually)
- Reviewing data relating to pupils' behaviour to ensure no groups of pupils are disadvantaged by the policy and its implementation
- Supporting colleagues to reflect on and develop their practice, for example through informal conversations, observations with co-reflection, and performance review
- Addressing and subsequently supporting colleagues where the implementation of this policy is found to be inaccurate and/or inconsistent
- Analysing patterns of pupils' behaviour, using this information to support Larwood's stated aims and the principles of this policy
- Providing updates, reminders, and training for colleagues about pupils' behaviour and this procedures document, as requested by the Headteacher
- Contributing to the induction of new staff
- Review of the behaviour curriculum
- Ensuring staff have access to training or support to develop skills and understanding

All Members of Staff

- Teaching valued behaviour
- Modelling valued behaviour
- Analysing and interpreting pupils' behaviour as a form of communication
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Creating positive experiences for pupils
- Supporting pupils to reduce detrimental behaviour
- Maintaining their own physical and emotional welfare
- Supporting colleagues to maintain physical and emotional welfare
- Working in partnership with pupils' parents / carers
- Implementing this policy consistently

Parents and Carers

- Collaborate with the school around the support provided for their child
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in understanding and following the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns promptly with the class team

- Raise any concerns about the teaching of valued behaviour or reduction of detrimental behaviour with the school directly
- Engage in the life of the school and its culture
- Commit to working in partnership with the school to secure the best possible outcomes for their child

The school will endeavour to build a positive relationship with parents and carers and is committed to working in partnership to meet the needs of children. The school will inform parents / carers about their child's valued and detrimental behaviour.

Pupils

- Will be taught about valued behaviour at Larwood, and that by attending the school they understand these ambitions
- They will be recognised and celebrated for valued behaviour
- The procedures document remains relevant beyond school, for example on the way to and from school, on trips and visit, as well as in the community when they can be identified as a member of the school
- They will be asked regularly for their views about valued and detrimental behaviour to support the evaluation, improvement, and implementation of the school's procedures.
- Some pupils will need more teaching and support than others, in order to secure valued behaviour and reduce detrimental behaviour
- All adults are expected to implement the school procedures consistently

4. Behaviour Curriculum

The term 'behaviour' means a lot of things to a lot of people. It is an emotive word that parents, staff and students can often use to mean different things when referring to standards in schools. To help children succeed we need to teach behaviour - not tell. Students are not all the same and have significant differences in behavioural skills, habits, and beliefs. Below is a checklist to help support children with developing their valued behaviours:

- Share valued behaviours through assemblies, form/tutor time, posters, newsletters, start and end of lessons
- Train staff to use 'normative messages' as everyday language
- Demonstrate the behaviour/role models you seek
- Correct and challenge detrimental behaviours
- Codify norms/routines by writing them down
- Repeat expectations to support understanding and consistency
- Highly visible - 'EVERY LESSON - EVERY DAY'

At Larwood our key values are: achieve, believe, expect and enjoy. Our behaviour curriculum sets out to achieve the following:

Ambition - Provide an education for all students, free from disruption, that enables schools to focus on raising academic standards and whole school continuous improvement.

Equity - Ensure that pupils in all our schools receive the same opportunities and support and that excellent student behaviour is central to achieving this aim.

Inclusive Ethos - We prioritise an inclusive ethos that celebrates diversity and respects the individuality of each student. The framework emphasises creating an environment where all students feel valued, supported, and included.

Consistency - This is key to culture - culture is key to behaviour. Students value the structure of a school day.

Accountability - All staff must understand their collective duty in supporting and upholding behaviour expectations.

The school will continuously analyse and review the progress pupils make in relation to valued behaviour.

The progress measures that pupils make as a result of the education they receive may include:

- reduced frequency and/or severity of detrimental behaviours
- increase in attendance
- greater engagement in learning activities
- deeper understanding of emotions and feelings
- increased co-regulation and self-regulation
- setting themselves goals
- having more confidence in their own abilities
- greater perseverance and more able to wait for what they want
- looking after their bodies, including healthy eating, and managing personal needs independently
- developing friendships
- co-operating
- resolving conflicts

The way we will analyse these measures are:

- Data recorded regarding severity and frequency of detrimental behaviours using Behaviour Watch
- Weekly Head Teacher awards which link to our monthly valued behaviour
- Weekly discussion in our CCC (Children Causing Concern) meetings about the progress of groups and individuals seen in observation and using professional judgement
- Collection of pupil voice through debrief, school council meetings, PSHE lessons, circle times etc

At Larwood our children engage with the behaviour curriculum which covers 6 areas.

- Emotional Regulation Skills
- Social Skills Development
- Positive Behaviour Management
- Integration and Application
- Transition and Future Planning
- Personal Development

Behaviour themes that we address (non-exhaustive list):

- Respect
- Values
- Defiance and arguing - how to disagree without being disagreeable. You must not simply refuse.
- Personal responsibility: uniform, timekeeping/lateness, equipment etc.
- Gratitude, positivity and appreciation
- Manners
- Anti-bullying
- Discrimination etc.

Behaviour management can often be described through two approaches:

Proactive - students know how they are expected to behave in advance of them having to do so. They understand the behaviours expected of them, how to do them and why they are important. The hooks and rewards for demonstrating this behaviour are well understood and regularly explained through positive messaging. At Larwood we explain the expectations at every opportunity to ensure consistency.

Reactive - involves doing something when students have behaved in a manner not aligned to the expected behaviours. Consistency and inevitability are vitally important

5. Support and Understanding Pupils Behaviours

It is important that all staff recognise that there is an underlying reason for a pupil who displays behaviours that challenge. Staff will always work with pupils, parents and, where appropriate other professionals, to identify the causes/reasons for the behaviour and seek to put supportive strategies in place. Staff will prioritise building staff-student relationships. When students experience consistent and respectful connections, they feel safe, understood, and valued. This sense of security supports emotional regulation, confidence, and engagement with learning, while trust, care, and clear boundaries create an environment where students can grow and thrive in school and beyond.

Trauma

At Larwood school we understand that some of our children will join us having experienced trauma and potential ACEs (Adverse Childhood Experiences).

Trauma is defined as a result from an event, series of events, or set of circumstances that is experienced by an individual as harmful or life threatening. Psychological trauma is a type of damage to the mind that occurs as a result of a severely distressing event. (The mind is the element of a person that enables them to be aware of the world and affects the ability to think and feel.)

Trauma is the result of an overwhelming amount of stress that exceeds one's ability to cope. A traumatic event involves one experience, or repeated experience of being overwhelmed, trauma can be in response to a single highly traumatic experience or can build over weeks or years, as a person struggles to cope with their immediate circumstance.

Adverse Childhood Experiences are potentially traumatic events in childhood, such as abuse, neglect, or household instability, that can affect long-term health and learning. At Larwood these are addressed through trauma-informed practices that build safety, understanding, and support so students can learn and thrive despite early challenges.

Attachment

At Larwood we support children with attachment difficulties by prioritising consistent relationships, clear routines, and emotionally available adults who respond with calm and empathy. Through trauma-informed approaches, we help pupils develop trust, learn to regulate their emotions, and gradually build the secure foundations they need to engage positively with learning and relationships.

Interventions to Support

Lego Therapy: During a LEGO-Based Therapy session, three or four children of similar ages and abilities work together to build a LEGO model following. LEGO-Based Therapy is a social development program that uses LEGO activities to support the development of a wide range of social skills within a group setting.

Smart Moves Programme (Occupational therapy): Motor Skills Development programme, aimed at KS1 & KS2. Assists in the early identification of motor co-ordination difficulties. Provides a range of activities which reflect the PE curriculum and uses school resources. Provides a means for monitoring and evaluation.

Cooking: Interventionist who offers group and 1-1 cooking sessions to support areas across all areas of SEN and social care, neglect, and nurture pathways, dietary needs, OT and sensory needs. Each pupil has a programme of intervention lasting half a term and a bespoke pathway which is followed based on the areas of need detailed within the EHCP. Each session is assessed, written up and shared with staff, which feeds into the next steps planning.

CUB / Nurture: Cub (Stevenage) / Nurture (Beech Road) is a nurture space within school that offers targeted small group and 1-1 sessions for pupils who require a heavy nurture input on top of our baseline offer. The children access social, emotional, and mental health support delivered through Thera play techniques and ensures all our pupils have an offer of intensive nurture to foster their development across their areas of need detailed in their EHCP. This space is also used to deliver protective behaviours, and work intensively with our pupils who display harmful sexualised behaviour within school.

Thera play: When a child is struggling emotionally or finding their education difficult, we tend to try and work out what is going wrong for them. Ann Jernberg developed the Thera play method after realising that understanding what is going right for children who are thriving can also help us to understand how to support children experiencing difficulties. The foundation for lifelong emotional health and resilience is centred on the child's relationships with the important adults in their life. Healthy relationships should provide moments of engagement and nurture, as well as safely structured opportunities to experience challenge. Thera play supports children and their caregivers through attachment and play-based interventions that strengthen the relationships between them. Delivered via MIM assessment,

6-week programme of support and next steps family support and sharing techniques delivered, it is a 2-1 intervention.

Speech and Language (via SALT recommendations): The children and young people's (CYP) speech and language therapy service offer a child- and family-centred approach to support CYP with speech, language, communication needs (SLCN) and those with eating and drinking difficulties in Hertfordshire. We work in partnership with parents, carers, health, and education professionals to promote positive outcomes for CYP. School delivers the SALT intervention after discharge from service and delivered weekly 1-1 by school staff and kept on the monitoring caseload.

Protective Behaviours: The first theme 'We all have the right to feel safe all the time' incorporates the concepts of 'Rights and Responsibilities', 'Safety' and 'Early Warning Signs'. The second theme 'There is nothing so awful, or too small, we can't talk about it with someone' develops the concept of personal 'Networks' of support. Delivered 1-1 and small group work for 6 weeks and then reviewed to continue or maintain.

The Butterfly Room (External therapeutic referral): The Butterfly room specialises in supporting children with ASD/ADHD and their co-morbid mental health. We support children suffering with anxiety, panic disorders, OCD, challenging behaviour, emotion regulation difficulties, TICS, and psychosis. We provide a safe, calm, understanding environment for children and families offering flexibility (and fun!) for children whilst helping them overcome their challenges and fulfil their potential. The Butterfly Room is proud to be able to deliver a range of therapeutic interventions, provided by a range of therapists including Behavioural Therapy, Cognitive Behavioural Therapy, Art Therapy, Play Therapy, Counselling and Psychotherapy. We work with children from as young as 4 years old and support children, young people, and adults. We work closely with many other agencies and services within Hertfordshire and Bedfordshire along with a large amount of both primary and secondary schools. We are proud to say that The Butterfly Room is based on the Larwood site, and we have worked in collaboration with them for many years. They also offer screening assessments for ADHD and ASD to speed up the service for our pupils. We fund this ourselves when pupils are on the exceptional need pathways and intervention can last between 12 weeks to their entire time with us at Larwood, the offer is based on need.

Mental Health Support Team (Stevenage only currently): Emotionally Based School Non-Attendance (EBSNA). OCD. Tics/Tourette's, Traumatic Stress, Eating Disorders, self-harm, anxiety workshops (group or individual) Understanding my autism/ADHD programmes, space to Pause, Anxiety, Low Mood, parent support, staff training and consultation, support with escalating pathways of support through NHS. Three workers in school per week currently offering 1-1 and 3-1 sessions across these areas of need.

Therapy ponies/goats - (Stevenage only currently): PIXIE AND PICKLES THERAPY PONIES / PIXIE AND PICKLES ADVENTURES. To be recognised as a provider of unique therapy pony visits to all our clients. Our mission is to bring together the best staff and volunteers who are dedicated to developing excellent pony therapy environments and delivering the highest quality of therapy pony care OUR VALUES • Driving Therapy pony excellence • Doing the right thing • Caring is our passion • Keeping it simple • Delivering on our promises • Succeeding and celebrating together.

Strawberry fields farm - (Stevenage only currently): Hands-on experience with rare breed goats, alpacas, and chickens. We aim to provide vulnerable people with the opportunity to

gain hands on experience caring and bonding with our social animals and assisting with farm-based activities. We offer a calm safe space and a friendly team with facilities and onsite parking. Care farming and the healing powers of animals can benefit health, wellbeing, and social skills, which in turn increases self-esteem. It builds independence, communication, and positive thinking all whilst learning transferrable skills.

Animal Assisted Therapy (Stevenage only currently) The Animal Assisted Therapy (AAT) is a health intervention, meant to improve physical, social, emotional, or cognitive functioning, with animals as integral part of the treatment. The therapeutic use of animals was argued for decades, and many associations employ this intervention to improve care. AAT is a structured, goal-directed intervention in which an animal is incorporated as an integral part of the intervention process. AAT is delivered and/or directed by a professional health or human service provider who demonstrates skill and expertise regarding the clinical applications of human-animal interactions. AAT is documented and evaluated within an individualised support plan linked to their students EHCP. Sessions generally have a fixed length, and at the end of the session, the practitioner provides a detailed written report which will be shared with you, and external professionals.

Therapeutic Art (Stevenage only currently) The goal of therapeutic art is to utilise the creative process to help people explore self-expression and, in doing so, find new ways to gain personal insight and develop new coping skills. Therapeutic art is documented and evaluated within an individualised support plan linked to their students EHCP. Sessions generally have a fixed length, and at the sessions are documented on Behaviour Watch through the intervention tracker. These sessions are interchangeable with Sand Tray Therapy (below).

Sand Tray Therapy (Stevenage only currently) We have a full time specially trained member of the team to deliver the session will encourage the child to express themselves by creating a safe, imaginary world with a variety of figurines, toys, and props. These objects might include "real life" figurines such as trees, people, houses and animals, or imaginary figurines, like wizards and monsters. These toys and tools, which are carefully selected, allow the child to create aspects of their inner or outer worlds in a tray of sand. These objects represent words and the person's creation is a language. Sand tray therapy is a healing process which helps children work through any painful conscious or unconscious memories. Sessions generally have a fixed length, and at the sessions are documented on Behaviour Watch through the intervention tracker. The sessions are child led and do not rely on verbal communication. These sessions are interchangeable with Therapeutic Art (above).

Forest School (Stevenage only currently): Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program so that children can experience nature in all its forms and can witness first-hand how things change during the seasons. Forest school supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. As leaders we provide a safe and inspiring learning environment, whilst allowing the children to take the lead in their own learning and experiences. Forest School has a developmental ethos shared by thousands of trained practitioners around the world. All trained practitioners must base their sessions around this Ethos which that it is a long-term process of regular sessions, rather than one-off or infrequent visits; the cycle of planning, observation, adaptation, and review links each session. It takes place in a woodland or natural environment to support the development of a lifelong

relationship between the learner and the natural world. Forest School uses a range of learner-centred processes to create a community for being development and learning. It aims to promote the holistic development of all involved, fostering resilient, confident, independent, and creative learners. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves and is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice.

Space Hub

Space Hub was set up in November 2019 (Stevenage) and December 2025 (Beech Road) as an intervention area for children with Autism as a presenting need, according to their Educational Health Care Plan (EHCP). The pupil's differences in learning, cognitive processing, emotional intelligence along with their displaying behaviours as described in the Behaviour Iceberg (Schlopler, 1994), meant that they find it harder to fully access our specialist Social, Emotional and Mental Health (SEMH) schooling. Widgets were introduced across the school as a visual communication tool and is used in Hub to help all learners with day-to-day routines, work, instructions, and support.

Preparing our young people for life is vital and we have life skill sessions such as cooking, cleaning, manners, and gardening. They can also experience trips with the school which may involve museums, physical activities, zoos etc. This may include visits to London on the train, tube, bus, or coach. They need to be safe and be trusted to access these. The pupils in Hub can access the same interventions as the main school but also get to go to CUB on a weekly basis for additional nurture and improve their fine motor skills, friendships, cooperation and turn taking.

They have their own Forest school area which is near the playground (Stevenage site). Within Hub all children have access to sensory toys, sensory trays, ear defenders and many other activities. Hub has a lot of social interaction built into the timetable including brain breaks such as movement breaks, art, dancing, and music. Activities can be tailored for the group of children within hub at that moment and their interests.

Structure - The children can choose their differentiated activities so that they don't feel too overwhelmed by the tasks. Many of the tasks are hands-on and involve interaction and discussion. The timetable varies very little, and the transitions are kept to a minimum. A visual timetable is used daily, and the day is clearly explained and continuously referred to. Positive - Positivity runs throughout the school which is stated in the OFSTED report (Nov 2019/23) and children are rewarded continuously for their positive behaviour. They follow a positive points system which means when the expectations are achieved, they receive points. We have found that our children respond extremely well to this.

Every child is listened to and valued within the school, but this is especially true of Hub. There is a Special achievement book whereby Hub children can earn stardust. It is read out each Friday and it is a time where good choices are modelled and rewarded. The young people can also vote for peers who they feel have made positive choices, maybe as a friend, learner or just for good manners. It is a time to make every pupil feel like they are successful and have achieved. Many pupils initially join Hub and won't participate or don't know how to participate, but they quickly recognise how to do this. It is a safe and kind environment to build up their confidence.

Empathy - All our staff have training in autism and understand that the behaviours are only a small part of the underlying cognitive, social, emotional, and processing issues. Limited choices are given consistently and are regularly applied, they quickly display a cognitive change and begin to show an understanding of how to make socially appropriate comments in line. Comic strips and social stories are used to understand behaviours and how they affect others around them. Adaptations are made according to everyone, so that they are successful. Staff do not enter the conflict cycle and wait until a pupil is calm before trying to discuss their behaviour. There are consequences to poor choices, but these are individualised.

Low arousal - Low arousal is vital in our area which in line with Positive About Autism SPELL guidelines 2014. The rooms are plain and have very few displays. Pupils are encouraged to use calm voices or take time away into their zones or our newly developing "Black Hole". Zones are where the majority calming down takes place. They have their zone, and they keep their belongings there so that they know exactly where things are. This reduces their anxiety regarding the safety of their property. The Black Hole is still developing but is a darkened room with soft furnishings for calming in if required. Some pupils have responded so well to the environment and intervention that they have managed to transfer successfully back into the school.

We have found that Hub intervention and using the SPELL approach has been a positive experience and is in line with much of the research. This is also recognised by parents and outside agencies. Many parents have described the changes in their children as "life-changing". The SEN Code of Practice states that SEND children should be given the same opportunities as others. In the Hub they can achieve this, develop friendships, play with others, reduce their anxiety and be successful.

Behaviour Management Strategies

In some situations, the use of consequences may be appropriate to support pupils with their understanding of behaviours that challenge and given supported learning opportunities to promote a reduction in these and learn valued behaviours. This enables them to access the learning environment in a positive way. A graded approach to the use of consequences, clearly explained to the pupils and used consistently throughout the school. Such strategies to support de-escalation may include:

- Remaining calm
- Active listening
- Verbal de-escalation
- Validating feelings
- Clarifying expectations
- Offering limited choices
- Avoid entering a conflict cycle
- Hurdle help
- Maintaining personal space
- Avoiding power struggles
- Using non-verbal cues
- Offering support
- Providing time and space
- Engaging supportive peers

- Using humour
- Maintaining a neutral body language
- Using reflective statements
- Offering distraction
- Respecting autonomy
- Seeking common ground
- Using positive reinforcement
- Providing physical support
- Setting realistic limits
- Offering choices and solutions
- Involving trusted adults
- Follow-up and support (Reflect/Repair/Restore)
- Encouraging self-expression
- Social Stories and clear and consistent boundaries
- Time Away
- Behaviour Support Plan/ Sensory Support Plan
- Physical intervention.

Therapeutic Thinking Toolkit

Through the Therapeutic Thinking Training all staff are equipped with the ability to assess, analyse and monitor individual behaviour through a graded approach looking at factors such as: early prognosis, risk calculator, dysregulation, values and beliefs, anxiety analysis, differentiation, therapeutic tree and if necessary a therapeutic plan would be created involving all relevant stakeholders. These plans are adapted from EHCP (educational and health care plans) and tailored to the specific strengths, challenges, and goals of the student and are regularly reviewed and updated.

6. Promoting and Maintaining Valued Behaviours

Valued Behaviour

At Larwood adults take every opportunity available to recognise and celebrate valued behaviour. This happens as soon as possible once the valued behaviour has been observed. At Larwood we recognise that specific praise is the best recognition for pupils because it is immediate, genuine, and reinforces valued behaviour. Some pupils will benefit from additional recognition and celebration because of their needs. There are different ways in which adults can recognise and celebrate valued behaviour. In all cases the pupil's individual needs are considered and this may alter the approach taken. The strategies adults deploy at Larwood are likely to include some of the following:

- Non-verbal recognition / affirmation such as smiling, nodding, thumbs up
- Specific verbal praise / recognition (e.g. telling the pupil what they have done and how it made you feel)
- Contact with home: Class DOJO, phone calls, invitation to visit school (through good work showcases)

- Celebration awards: positive mention from staff in assembly, positive mention from other students in assembly, and the Head Teachers award.

Some pupils, because of their emotional, mental health, or special educational needs will need greater recognition and celebration than others. Some children may thrive when their valued behaviour is publicly identified, while others may find the experience negative, resulting in unhelpful feelings. Private feedback can be a powerful motivator, boosting confidence and reinforcing valued behaviours.

Points

- Points are always earned, never lost, never taken away. Each child starts the day with the opportunity to earn 20 points (100 points in a week). Our points week runs from a Friday to a Thursday with 65% (65 points) or more gaining access to a Friday reward activity.
- Students choose from a list of a wide range of fun, sporting, recreational and enjoyable activities.
- Week by week, points gained continue to be accumulated and the pupils will, in Friday assembly, receive a bronze, silver, gold or platinum medal in recognition of gaining 1000, 2000, 3000 and 3500 points.
- Whenever a pupil does not achieve the 65+ total i.e. 64 points or less, they spend time reflecting on the week's positives and negative experiences and how these led to helpful and unhelpful feelings for them and ultimately the valued and detrimental behaviours they displayed throughout the week. Through these discussions we will begin looking at target setting for the next week, establishing, with support, what they can do but also what the adults can do to help them achieve this; pupils are still earning points that count towards accessing next week's activities throughout these conversations. Furthermore, this approach is adapted to meet the child's profile of need and could include a verbal conversation, widgets, social stories, third person role play, comic strip conversations.
- The points system has proven effective over the many years it has been implemented for our children here at Larwood; however, we acknowledge that some children may place unnecessary pressures on themselves, so we tailor communication of this system where required dependent on the child's profile of need.

Shirts and Hoodies

- For children to earn their sky-blue shirt they must achieve 90 points or more for 6 consecutive weeks (97 or more for their hoody). On the 6th week a personalized target is created for the child to work on and upon achieving this along with their points their shirt (or hoody) would be awarded. The benefits of a shirt include a higher chance of obtaining their first-choice skill or activity choice (with hoodies experiencing an even higher likelihood). They are recognizably more trustworthy having earned the shirt or hoody after many weeks' work. A hoody also entitles the wearer to rewards at lunch time, and a separate hoody raffle.
- Whilst this strategy is motivational for the majority of our students, we also recognize that some children would prefer not to wear a sky-blue shirt or hoody and this is always at the child's discretion.

- Maintaining a shirt or hoody requires the child's points to remain at the same level although allowances are made through grace weeks if a child is to experience a tricky time.

7. Supporting and Understanding Detrimental Behaviours

At Larwood we recognise that all behaviour is a form of communication and it is the responsibility of adults to analyse and interpret what the behaviour is communicating. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences. For some pupils, incidents and patterns of detrimental behaviour may indicate an unknown or unmet need which requires further consideration.

Adults should respond to detrimental behaviour with the aim of reducing it and identifying opportunities to teach pupils about valued behaviour. Adults' responses should be consistent, logical and happen as soon as possible after the detrimental behaviour. The responses will always consider the needs of the pupil(s) displaying detrimental behaviour and be adapted accordingly.

Responding to Detrimental Behaviour

Some detrimental behaviours may not be unusual at Larwood and as far as possible staff are expected, encouraged, and supported to respond to these themselves. Examples may include (but are not limited to): talking over instruction, not attempting work, interrupting, lack of care for equipment or the environment, not following instructions. Adults' responses to detrimental behaviours of this kind could include one or more of the following, listed broadly in sequential order:

- Restating the expected valued behaviour - calmly making clear what the pupil should be doing.
- Non-verbal intervention - moving closer to the pupil(s), using simple hand gestures, whilst continuing to teach, using other non-verbal communication techniques such as symbols and visuals etc.
- Proximal praise - recognising and celebrating those pupils who are doing what has been asked; restating the specific valued behaviour is helpful.
- Check-in - asking 'are you ok?' 'what do you need?' or 'how can I help?' during or immediately after a detrimental behaviour.
- Refocus - gain the pupil's attention, use their name, then restate the specific valued behaviour that is expected at that moment.
- Describe the behaviour - use the pupil's name then tell them simply and calmly what they are doing that is detrimental.
- Positive phrasing - gain the pupil's attention, give a clear, unambiguous instruction, delivered with clarity. End with 'thank you'. E.g. Adam, put the pen down on the table. Thank you.
- Limited choice - provides two options of equal value to give the pupil an element of control over what happens next, within the boundaries set by the adult. E.g. Adam, shall we talk here or in the corridor?

- Disempower the behaviour - a planned response to detrimental behaviour to make the detrimental less successful and effective in the moment for the pupil. E.g. Adam, you can listen from there. The adult should then focus on catching the pupil getting it right.
- Intervene - gain the pupil's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable change behaviour by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.

Some detrimental behaviours may be less common and/or have increased severity. Examples may include (but are not limited to): increased frequency of detrimental behaviour, dismissive/offensive language, significant or repeated disruption to others' learning, invading others' personal space, aggression, withdrawal.

Responses to these behaviours are likely to include:

- Intervene - gain the pupil's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable behaviour change by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.
- Apply consequences - any pupil displaying detrimental behaviour may be subject to protective consequences designed to mitigate harm. Educational consequences will always be implemented following incidents or patterns of detrimental behaviour. These must be designed to enable behaviour change by teaching pupils about valued and detrimental behaviour, based on the principle that all behaviour is a result of feelings, which are influenced by experiences. Educational consequences are best applied by those working directly with pupils.

They may include one or more of the following:

- reteaching valued behaviour during the lesson, undertaken where possible away from other pupils (potentially in the behaviour suite)
- scaffolding the valued behaviour, for example through a social story, visual reminders, or modelling
- increasing adult input / supervision for a defined period of time
- use of limited choice; (e.g. 'we are all sitting quietly now; will you sit quietly on your chair or mine?')
- increasing / adapting praise and celebration of valued behaviour when it is displayed

Analysing patterns of detrimental behaviour

All adults with leadership and management responsibility have a duty to collate, analyse, and act on data relating to detrimental behaviour. All adults may be asked to contribute information relevant to the analysis of behaviour.

- Individual pupils - where pupils frequently display detrimental behaviour, the class teacher will record these incidents on Behaviour Watch and be supported by a senior leader to analyse patterns. Continued detrimental behaviour needs to be interpreted; it can often be a sign of an unknown or unmet need. The Early Prognosis tool will be used to undertake this analysis. It provides a structure for staff to describe patterns of behaviour, consider what may be influencing the child (risk and protective factors), explore functions of behaviour (e.g. sensory, emotional, social, tangible), capture pupil and family voice, and plan adaptations.
- Groups of pupils - the school's senior leaders are responsible for regularly monitoring detrimental behaviour across the school through observations, stakeholder voice, and scrutiny of data. A full analysis will be presented to the Headteacher at least once per term. This information will be used to inform practice and develop strategy. All information will be evaluated according to pupils' protected characteristics, including age, sex, race and ethnicity, and disability. Where groups of pupils are noted to be disadvantaged by the behaviour policy and its implementation senior leaders will need to take action to remedy this, and support all staff to secure more equitable outcomes in line with the school's aims and values.

Responding to dangerous behaviour

Incidents and patterns of dangerous behaviour may well require protective consequences to be applied for the specific aim of mitigating risk. To enable adaptation of provision or approach to be planned and implemented one or more of the following may be used:

- separation from adults and/or peers,
- limiting access to named areas of the school,
- accessing different activities / equipment to peers,
- increased levels of adult support and supervision,
- temporarily reduced timetables,
- suspension, or exclusion (more detail can be found in the trust exclusions policy).

Parents will always be informed as soon as possible once the decision to apply protective consequences has been made. These decisions will be taken by the Headteacher, or staff authorised by the Headteacher (in which case the Headteacher will be informed on the same day the decision is taken). In all cases educational consequences will be applied with the aim of reducing future risk and enabling behaviour change.

Dangerous behaviour could be categorised in one of the following four areas, for which there are specific considerations in addition to those detailed in the previous paragraph.

Bullying. Bullying is the repetitive, intentional harming (physical, emotional, mental, reputational) of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is always unacceptable at Larwood and the school will always take action to address it.

Prohibited items. These include: knives or weapons; any article a staff member reasonably suspects has been used or has been threatened to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person; illegal drugs; other toxic or psychoactive substances; stolen items; fireworks or other explosives; pornography or sexual imagery; alcohol; tobacco; e-cigarettes and vapes. The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed above.

Prejudice and discrimination. All actions that intentionally (or otherwise) disadvantage or treat differently individuals and/or groups as a result of one or more protected characteristics can be considered prejudice or discrimination. All prejudice and discrimination is unacceptable at Larwood and the school will always take action to address it where it exists. Any incident that could be defined as prejudice and/or discrimination will always be recorded by senior leaders using Behaviour Watch, monitored by the Headteacher, and be fully reviewed regularly (at least termly) by the Headteacher and members of the senior leadership team. At Larwood we strive to eliminate all forms of prejudice and discrimination by educating pupils through: intent and design of the curriculum in every subject, PSHE curriculum, behaviour curriculum including assembly / form time provision, modelling anti-discriminatory behaviour. More detail can be found in the school's equality, diversity, and inclusion policy.

Child-on-child sexual violence and sexual harassment. This can be defined as behaviour that is most likely to include (but may not be limited to):

- non-consensual sexual activity
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment
- sexual noises
- sexting
- upskirting

These behaviours are never acceptable at Larwood and the school will always address them where they are known to exist. The school will also actively strive to prevent this abuse, as we recognise it may exist even when there are no reports. All staff must report any concerns immediately to the DSL. All staff must also recognise that downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Further consideration of the school's response to child-on-child abuse can be found in the Child Protection Policy.

8. Consequences for Detrimental Behaviour

Below are a list of detrimental and dangerous behaviours along with their potential consequences.

Leaving supervision at playtime or lunchtime (not inclusive of pre agreed safe space/area or strategy)

- No off site (Friday) activities for that week
- Reflection and Indoor play
- Removal of outdoor play as soon as it happens (for the rest of that week)
- Specific escorting/supervision around the building if level requires

Leaving class without permission (not inclusive of pre agreed safe space/area or strategy)

- Class teacher "catch up" - Indoor play (lunch time)

Persistent refusal to engage with learning

- Class teacher "catch up session" to complete any outstanding work and then return to play
- May have Thursday after school catch up for work completion - arranged by teacher with parent in advance and recorded on behaviour watch

Serious damage to property

- Consequence to make good damage
- Restriction of use of damaged items where appropriate e.g.: only use Chromebook under supervision in class, not used for recreation etc.
- Bill sent home
- Close supervision around building or higher level of observation in class
- Any serious damage to be recorded as an incident on Behaviour watch and result in the pupil spending time in the Behaviour Suite

Harmful sexualised behaviour / violence

- Discussion away from peers to gain understanding of awareness of the noise or gesture made.
- If intentional and understood Behaviour Suite as a protective consequence for peers
- If not intentional or understood Behaviour Suite as an educational consequence to ensure it is understood and not repeated
- CPOMS and contact home

Severe hurt towards adults or peers

- No off-site activity on Friday of that week
- Behaviour Suite based immediately after the incident. If it is at the end of the day, the individual will start off in the Behaviour Suite at the start of the next day. The time spent in Behaviour Suite will depend on the severity of the incident and agreed by SLT
- Repeated behaviour - referral to Police

Behaviours that result in children not earning their points

- Incorrect uniform
- Swearing
- Attempting to access inappropriate content on the internet (1st offence = week long chrome book ban, 2nd offence half term ban)
- Racist or homophobic language
- All of the above consequences listed

Behaviour Suite

The behaviour suite is a low arousal space that allows time away from peers to have meaningful conversations with a student giving an opportunity to gain pupil voice regarding an incident that has occurred. It is also an opportunity to do restorative and therapeutic work with students; it buys time to explore the reasons they have been placed there and proactively teach strategies to avoid this in future.

Students might access the Behaviour Suite due to offences of fighting, serious damage to property, absconding off site or severe violence to others (students or staff), racist or homophobic language, Harmful Sexualised Behaviour.

Types of adjustments could include frequent breaks/walks (movement and sensory breaks), alternative locations, adapted timings. In addition, safeguarding and pastoral support is always in place to support students.

When a student is removed from the classroom to attend a reflection, spend time in the behaviour suite, the aim should always be to have 'no break in curriculum coverage' for that student. A student's consequence for being removed from the classroom is not the subsequent quality of educational provision they receive. Learning materials are available to ensure students suffer no break in learning. It is expected that Chromebooks are available in the behaviour suite to allow this to happen consistently.

9. Physical Intervention

Acceptable Forms of Physical Intervention in Larwood School

There are occasions when it is entirely appropriate and proper for staff to have contact or physical intervention (PI) with children, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs. There are occasions when staff may have cause to have physical intervention (PI) with pupils:

- To comfort a pupil in distress (so long as this is appropriate to their age)
- To gently direct a pupil
- For curricular reasons (for example in PE, Drama, etc.)
- First aid and medical treatment
- In an emergency to avert danger to the pupil or pupils
- In rare circumstances when Restrictive Physical Intervention is warranted (See Below)

Not all children feel comfortable about certain types of physical contact; this is recognized and, wherever possible, adults should seek the pupil's permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed. Staff acknowledge that some pupils are more comfortable with touch than others and/or may be more comfortable with touch from some adults than others. Staff listen, observe, and take note of the child's reaction or feelings and so far as is possible, use a level of contact and/or form of communication which is acceptable to the pupil.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil, in one set of circumstances, may be inappropriate in another, or with a different child. In all situations where physical contact between staff and pupils takes place, staff consider the following:

- The pupil's age and level of understanding
- The pupil's individual characteristics and history
- The duration of contact
- The location where the contact takes place (it should not take place in private without others present)

Physical contact must never be used as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact shall not be made with the pupil's neck, breasts, abdomen, genital area, or any other sensitive body areas, or to put pressure on joints. It must not become a habit between a member of staff and a particular pupil. Physical intervention should be in the pupil's best interest and should only be used with an awareness of the need to differentiate the attachment to staff from the attachment to key adults such as parents and siblings.

Larwood is working towards being restraint free

The aim of Larwood School is to create a safe environment where all pupils can feel secure and safe without possible exposure to Restrictive Physical Intervention (RPI). Our data shows that there has been a drastic decrease in static restraints over a number of academic years and ideally, we would like to eliminate the use of RPI's. The cohort of pupils and their differentiated and sometimes complex needs dictate the need for physical intervention. All members of school staff have a legal power to use reasonable force in certain circumstances.

The definition of Restrictive Physical Intervention also includes the use of mechanical devices (e.g. splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion, use of locked doors or changes to a pupil's environment. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

This document takes into account DfE Guidance on Restrictive interventions, including use of reasonable force, in schools April 2026 [Use of reasonable force and other restrictive interventions guidance](#)

When the use of Restrictive Physical Interventions may be appropriate in Larwood

Restrictive Physical Interventions may be used when all other strategies have failed, and therefore only as a last resort. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. However, there are other situations when restrictive physical intervention may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is unresisted after a short period- there must be clear indicators of hurt to themselves or others. Severe damage to property or anything that is unlawful.

The safety and well-being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

Why do we physically intervene?

- To prevent a criminal offence
- To prevent or stop serious damage to property
- To prevent harm to themselves or others.
- To prevent disorder among pupils at the school

Pupils at risk

Any child that has been involved in a RPI has to have a completed a Therapeutic Tree, Anxiety analysis and Individual risk assessment plan. We aim to identify such pupils beforehand through having discussions with class teams, during reflection sessions or during CCC meetings. In cases where we can identify these pupils, and we plan (full audit of need) on what interventions will best fit the pupil in crisis. The adult involved in the RPI completes all risk assessment plans and a timescale for review added to the plan. We use the Therapeutic Thinking toolkit to complete the above-mentioned forms.

10. Respect, Restore, Restore (RRR)

This is a process whereby pupils involved in an incident have the opportunity to speak to an adult regarding an incident they were involved in and when they are back to baseline behaviour. The child's voice and viewpoint are key to a successful RRR.

We have structured reflect, repair, and restore for difficult behaviours. All staff involved in an incident are responsible for the RRR process. This may include a structured conversation, completion of the Therapeutic Tree, anxiety analysis, comic strips, reconciliation between parties or apology to peers/staff. Pupils are reminded that once an incident is dealt with and the RRR process is complete (including consequences) that it will be a fresh start. Staff also share outcomes and incidents during reflection sessions on a Monday, Wednesday, and Thursday.

11. Definitions

Behaviour - anything that individuals say and do.

Valued behaviour - anything that provides a positive experience, creates helpful feelings, and is in line with the school's values.

Detrimental behaviour - anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to the school's values.

Dangerous behaviour - a form of detrimental behaviour which will imminently result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Being Therapeutic - an approach to behaviour that prioritises the helpful feelings of everyone within the dynamic. A school's policy establishes the methodology by which valued behaviour replaces detrimental behaviour through planned and sustained positive experiences.

Discrimination - any behaviour that disadvantages or treats differently individuals and/or groups as a result of one or more protected characteristics.

Protected characteristics - as defined in the Equality Act (2010): age, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave.

Bullying - the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Abuse - a form of maltreatment of a person. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill treatment of others.

Special educational need (SEN) - a learning difficulty or disability that calls for provision different from or additional to that normally available to pupils of the same age.

Protective consequences - necessary measures to reduce the risk of harm. Protective consequences may limit freedoms.

Educational consequences - the essential learning, rehearsing or teaching that is required to enable behaviour change. Educational consequences progress the pupil's understanding and engagement, should allow the gradual removal of adaptations, and return freedoms.

Physical intervention (PI) - is the term used to describe contact between staff and pupils where no force is involved.

Reasonable force - a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Restraint (or Restrictive Physical Intervention - RPI) - a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

12. Legislation

- [Behaviour in Schools: Advice for headteacher and school staff](#) (DfE, February 2024)

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) (DfE, August 2024)
- [Searching, Screening and Confiscation: Advice for schools](#) (DfE, July 2022)
- [Evaluating behaviour and attitudes; School inspection handbook](#) (Ofsted, September 2024)
- 5 (DfE, September 2025)
- [Special educational needs and disability code of practice: 0 to 25 years](#) (DfE, January 2015)
- [Equality Act 2010, Part 6: Education](#) (April 2010)
- [Education and Inspections Act 2006, Section 89](#) (November 2006)
- [Use of reasonable force and other restrictive interventions guidance](#) (DfE, April 2026)
- Behaviour in schools - advice for headteachers and school staff (education.gov.uk) July 2022 Final
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - guidance 2022
- The trainee teacher behavioural toolkit: a summary - GOV.UK (www.gov.uk)