Alver Valley Schools
Positive Behaviour Policy supporting Pro-Social & Pro-Learning Skills

2025-2026

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Introduction

A Culture Shift

At Alver Valley Schools, we have adopted a therapeutic approach to behaviour called the Empowerment Approach. It is not simply a strategy for managing behaviour but rather a cultural shift in how difficulties are perceived, and children are supported in securing long-term essential life skills, mental well-being and future success. The Empowerment Approach utilises neurobiology and the neuroscience of safety and threat to support young people, their teachers and families in understanding the factors underlying unhelpful behaviours. It provides a clear and structured approach for responding to concerns and difficulties, problem solving and working towards future progress.

As with any school improvement strategy, it will take time to bring about long-term change. As a result, this behaviour policy is likely to evolve and develop as our staff team and school community become proficient with the approach.

The Empowerment Approach is built on three key principles.

1. All young people (and the adults around them) will benefit from learning about themselves: finding out how their brain works and understanding their needs and stressors
2. All young people need plenty of opportunities to learn and practise skills that will help them to manage well whatever challenges life throws their way
3. The way in which adults respond when things go wrong for children and how they follow up incidents are crucial factors in determining whether a child has a great outcome or a poorer one.

The Empowerment Approach teaches everyone:

	About the brain and how it works		How to help children prepare to be at their best for learning and play in ways that work for everyone
	A way to help a child work out the unmet needs behind their difficulties and know ways to fill these needs in helpful ways		The best way to react and help someone get back on track when things go wrong
	How to help a child build the skills needed to manage well in learning and play - even when their needs aren't being met		How to follow-up and problem-solve with children so they manage better next time and make good progress over time

Therapeutic approaches

The Empowerment Approach adopts the principles of a therapeutic, attachment and neurodiverse-informed approach to working with children. It is underpinned by the belief that when a child presents with challenging behaviour, the first step should be to work **with** the child to identify the stressors and missing skills. Once the stressors are identified, adults should work with the child to reduce these stressors and build the skills they need to respond better next time.

New skills need to be taught and practised. Change will not necessarily be quick as new neural pathways take time to build; the child may therefore require additional supports whilst they build skills and new strategies.

Putting the child at the centre

At the core of the approach is ensuring the young person's voice remains central. In order to have a genuine voice, it is crucial that children are supported to understand their behaviour and develop strong metacognitive skills. Knowledge is power. By understanding their own responses to situations and the responses of others, we give children an authentic opportunity to voice their thoughts, concerns and develop solutions that last.

Our Ambition

Our overarching ambition is to create an inclusive school where children are supported to become confident, prosocial members of our school community who have both the skills and the intrinsic motivation to do the right thing, whether or not someone is watching.
We believe our responsibility lies not only with the present but also ensuring children develop the skills to become great future citizens who contribute positively to the communities in which they live.

We recognise that, as with all learning, children will enter our school gates at very different stages. Some children will already have developed a good level of pro-social and pro-learning skills due to the support and experiences they have enjoyed. It will be easy for them to learn and play successfully. Other children will not have developed those skills and may have greater needs and difficulties than their peers. This means it will be much harder for them to follow routines, work with others and meet the daily demands of school and they

will need greater support. Our inclusive school needs to be a place where **every** member feels safe, content and able to learn; as such, our approach ensures that, whilst we meet the needs of the most vulnerable, those of the group also holds paramount importance.

We want to inspire children to set aspirational goals for themselves and be intrinsically motivated to achieve them. We know that a person never rises to low expectations and so we will always insist children work hard to become the best they can possibly be, in every way. We also know that some children will find meeting our high expectations much harder; as such we will always combine our very high expectations with equally high support.

We recognise that learning means children will not always get things right. This is true of the skills associated with behaviour as it is with reading, writing, swimming or maths. We are educators, not controllers. When children do not meet expectations, we will therefore focus on working **with** them so they can do better next time. We do not just 'manage' children, solving issues on a transitory basis by sitting an adult by their side to 'keep them on task'. We will keep working with a child to build their skills and ensure they make ongoing progress until they can succeed independently. At the same time, we will make sure things are in place to ensure all those around them are safe, content and able to learn.

Through use of The Empowerment Approach, The Six Strands, our Personal Development Curriculum and our wider school approach we will cultivate a community ethos where there is mutual respect and courtesy between all members, so everyone feels safe and listened to.

Our Goals

For all children to:

- Build the learning skills needed to achieve well in the classroom and beyond.
- Develop strong pro-social skills so they talk and act in ways that are respectful, good for those around them and contribute positively to the groups and communities in which they belong.
- Become strong and positive self-advocates so they secure their individual needs successfully and in ways that work for others.

Aims of the Policy

- To secure a calm, supportive and enjoyable environment for children and adults alike.

- To support all children in meeting their physical, emotional and learning needs fully and with increasing independence so they feel great and can learn and play at their best.
- To support all young people in developing the skills needed to learn and play successfully and with increasing independence.
- To have a consistent approach to behaviour throughout the school community and beyond so that all adults supporting our children use a shared language and a consistent approach.
- To establish clear procedures for agreeing expectations with children, supporting children to prepare and plan to meet them and for responding and following up when they do not manage to do so.
- To ensure that all members of our school community are aware of these procedures and follow them consistently.
- To agree clear expectations with children ahead of tasks and events and provide opportunities for them to plan and prepare to be at their best.
- To teach children about pro-social and pro-learning behaviours through our Personal Development curriculum, our six strands and to promote British values.
- To recognise and celebrate progress in all areas of learning, including pro-social and pro-learning behaviour.

Key elements of our approach

- Teaching children about their brains
- Agreeing high expectations
- Supporting children to prepare and plan to be at their best for learning and play
- Responding by connecting when things go wrong
- Following up every incident and solving problems together
- Coaching young people to resolve unhelpful behaviour patterns

Shared Language

Our approach to behaviour is not limited to the classroom. We believe that real impact requires all adults around our children to adopt a shared language and consistent techniques. As such, we ensure that training, information and support extends to all members of our community, from staff and governors to volunteers, parents and carers.

Clear Expectations

Our school expectations are outlined in the 6 Strands Learning Behaviours. We expect children to demonstrate **respect**, to maintain good **boundaries**, to be **focused**, to be **resilient**, to be **independent** and to develop **self-regulation.**

6 Strand Statements - School Level

Focus I can maintain focus. I can ignore distractions. I can do as I am asked first time.	**Resilience** I can try new things. I can try again when I make mistakes. I can seek help when I need it.	**Respect** I can respect myself. I can respect others' viewpoints and feelings. I can respect my environment.
Self-regulation I can talk and act in ways that are good for me, you and everyone. I can recognise and overcome difficulties in a safe way. I can wait.	**Independence** I can take responsibility for myself and my belongings. I can organise myself for learning.	**Boundaries** I can follow the school's expectations. I can respect others' personal space. I can be where I am supposed to be.

Adults will work with children to agree how to speak and act at different times upholding our 6 Strands to ensure everyone feels safe, content and able to learn. We agree expectations and boundaries with children, with a focus on it being 'Good for me, good for you, good for everyone.' We help children have a sense of control over what happens to them.

Adults will support children to understand their own needs and the needs of others to ensure that life in the classroom and around the school is 'Good for me, good for you and good for everyone'.

When Children meet expectations

Open measures

Open measures will be agreed with children depending on their year group. For children who are able to meet the high expectations in place, it will be assumed that they can be independent and responsible and there will be more open measures available to them with increased responsibilities. These will vary but could include: choice over who to sit next to in class, visit the library on their own, and so forth as decided by the class teacher.

Recognising achievement

There is a huge difference between recognition and rewards. Recognising achievement motivates children as they can notice and feel good about their specific skills, attitudes and knowledge. Adults giving specific recognition focusing on specific skills and how the child must be feeling – 'you put so much effort into your writing – you must feel so proud of what you have achieved'. Adults will recognise when a child has improved in a specific skill or gained new knowledge or understanding and will give directed praise focused on effort.

Six Strand Learning Behaviour awards

Every week, each class teacher will choose one child in their class who has shown exceptional behaviour linked to one of our learning behaviours; Boundaries, Respect, Focus, Resilience, Self-Regulation, Independence. This particular child will have their certificate presented by the teacher in celebration assembly.

Class & School Responsibilities

Positions of responsibility can make a really strong contribution to a child's emotional need to belong and feel valued. Positions of leadership and responsibility not only give children the opportunity to learn skills for life, they also help to fulfil emotional needs by creating opportunities to feel skilled, capable, important and valued.

General Classroom Approaches

To encourage children in a class to work as a team and support one another, various approaches may be used by class teachers such as; tidy table points, marble jar for noticing pro-social skills, sending a child with their work to show the headteacher etc. There is an understanding that these approaches support external motivation whilst we work on supporting children to understand themselves and develop intrinsic motivation.

How adults will follow this approach

Be Curious Not Furious in your tone, words and actions maintaining a calm, investigative and solution-focused mindset towards behaviour that can be unhelpful for the individual and those around them; training and supporting all adults in the school to respond by acknowledging and addressing the unmet needs and missing skills that underlie the

behaviour, rather than focusing on the behaviour itself.

Positive, kind, unconditionally positive relationships: prioritising strong, kind, trusting relationships between staff, children and their parents/carers. Adults must position themselves for rather than against the child, with the core belief that when people feel better, they do better.

High expectations, high support: expecting all children to achieve their very best and make good ongoing progress; providing high quality, systematic and carefully planned support (with the child, not done to the child) for any pupils who are not yet able to meet those expectations. High expectations should always be teamed with a spirit of kindness and unconditional support.

Teach children (and adults) about their brain: placing a high priority on developing children's understanding of themselves and their brains; recognising that knowledge of oneself is empowering and is the first step towards progress – one cannot change what one doesn't know or understand.

Understand needs: when emotional, physical, sensory and learning needs aren't well met, challenging behaviour may be the outcome for some children and young people. By understanding needs, one is in a better position to prepare to meet them well.

Follow-up is essential: 'without follow-up, there will always be mopping up'. We believe that, like all other areas of learning, we must have a systematic and rigorous approach to improvement and consistently follow-up any times when a child does not meet the agreed expectations. Consistent follow-up is essential in securing good progress.

Children's voice at the centre: supporting children to understand their behaviour and decide on goals and how to achieve them should be at the heart of our work; by doing so, we secure intrinsic motivation and positive self-advocacy.

Teach Executive Function Skills: attention control, impulse control, processing speed, working memory; cognitive flexibility and emotional regulation are key skills for life. They need to be taught and practised.

What this approach looks like in school

1. **Teach children about their brain (Brain Fit)** - All classes will follow teaching plans which ensure children learn about their brains, their needs and are taught the skills needed to learn

and play successfully on their own and with others.

2. **Agree expectations** with children so they feel a sense of control over what happens to them and an ownership of boundaries. We believe our expectations should be the same for everyone. It is important for everyone to feel safe, happy and to be able to learn at their best. This will only happen if every person in the class (including adults) keeps to these expectations. However, we also know that there will be genuine reasons why some children find it much harder to keep to the expectations agreed and these children will need adjustments and additional support and scaffolds to ensure they can succeed.

3. **Bright Spots -** We help children notice times when they manage well and are at their best. We notice when they use strengths in helpful ways. We plan experiences that maximise children's strengths.

4. We help children to recognise, track and celebrate their progress – however small. We make sure goals are broken down so they feel success on a daily basis and help them get their **Daily DOSE**.

5. We agree expectations and boundaries with children, with a focus on it being '**Good for me, good for you, good for everyone.**' We help children have a sense of control over what happens to them.

6. Help children to plan and prepare to be at their best **(Prep4Best)** – All adults will follow a routine in which expectations are agreed ahead of a task or event and children are given the opportunity to consider what they may need in order to work at their very best.

7. **Show unconditional support** – work with children and put preserving good relationships first. All adults will work hard to establish secure, positive relationships with children. If the relationship is not positive, the adult will take responsibility to put this right.

Shared language to use with children for Calm, Connect, Support

Connect to Calm Scripted Phrases to de-escalate

Notice their emotions	‘I can see….’ ‘I notice that….’ ‘Tell me more about that…’
Feel their emotions	‘I understand you are struggling…’ ‘I can see that this is really hard for you’ ‘It’s okay to feel like that’
Name their emotions	‘I can see that you’re feeling really worried/angry/frustrated right Now’
Calm **Connect** **Support**	‘It needs to be good for everyone…’ ‘What can you think of to do which is good for you but also good for everyone else?’

When children do not meet expectations

Protective measures:

Children who are missing skills and have unmet needs and are finding it hard to meet expectations will need protective measures with increased support and scaffolds until they learn the skills required and can show greater independence. Protective measures are focused around Supervision, Safety and Skills. Adults will work to connect with the child’s experiences and look to get to the core of what is stopping the child feeling good and doing well.

Non-verbal and verbal cues

Prior to using a ‘Coaching Prompt’, adults can use a range of skills and strategies to make clear their expectations to all children. These can include the following:

- **Positioning within the classroom** – not engaging with but moving to an area where there is low level disruption or where children are talking/not meeting expectations
- **Prolonged waiting/silence** – giving the opportunity for expectations to be met
- **Positive reinforcement** to those meeting expectations – genuine and specific praise
- **General class reminder to all** – stopping everyone and making clear the expectations. This could be used if there are a number of children not meeting

expectations.

- **Individual prompts** – EG ‘Name, you know that I am waiting for you to meet our school expectations. I am being patient and it’s important that you make a change to what you are doing as at the moment it’s not good for me while I’m trying to teach and it’s not good for everyone else who is trying to concentrate’.
- **Suggest an adaption** – do you think it might help if you swapped seats/ put the fiddle tool down for a while/ turned your chair right around to face the board?

The 10 Point Response Plan will be used when children do not meet expectations. It is divided into three clear stages:

Responding in the Moment – how adults should respond at the time when a child presents with unhelpful behaviours.

Following-up for Progress – the way we follow-up after an incident to ensure the child does better next time

Coaching for Change – how we support children who present with more significant difficulties to ensure ongoing improvement.

It is essential that these stages are followed consistently and systematically; without doing so, the approach will not be as effective and the child will be prevented from making the progress they deserve: the progress which is so essential for their own success and the well-being and achievement of those around them.

At Every Stage

Whenever a child is not meeting the expectations agreed, the adult should respond through Calm, Connect, Support:

1. **Calm:** the adult needs to find their own calm. All adults will model self-regulation at all times, helping the child to regulate their own emotions.
2. **Connect:** acknowledge and empathise with their feelings, you don't have to agree. When things go wrong, the adult will say things which help the child to feel supported and understood.
3. **Support:** Help them to get back on track for the moment. Working out steps for next time comes later. Adults will always offer ways to help the child get back on track, such as a different space to learn or other available supports.

Why should adults use this approach when responding to unhelpful behaviours?

We know from neuroscience that when children deregulate, the areas of the brain responsible for rational thinking, reasoning and problem solving are inhibited. This means that the first priority is to regulate the child. We know that, when someone is given support and empathy, oxytocin is released into the body which in turn speeds up the regulatory system. Adults should therefore always respond with support and empathy, even when a child has done things we don't agree with. Showing support and empathy does not mean we have to agree with or condone the action.

Another reason for responding with Calm, Connect Support is that we know that responsive, positive relationships are crucial to long term well-being and success. When adults respond in cross or disappointed ways, the child begins to feel adults are not on their side. Relational safety is crucial for children and if this is damaged, it becomes a significant unmet need which can further exacerbate the stressors contributing to unhelpful behaviours.

In addition, negative responses from adults can lead the child to self-identify as 'bad' or

'naughty' (and for her/his peers to label them as 'naughty'). When a child 'feels naughty', they feel worse about themselves and their responses can spiral downwards; in many schools, children become trapped in the 'punishment cycle'. It is therefore crucial that adults **always** respond calmly and supportively so that a child's self-concept is protected. When people feel better, they do better!

Stage I Coaching Prompts

Embracing a spirit of support and empathy does not mean lowering expectations and holding children to account. Maintaining high expectations is crucial; it is therefore vital that there remains a consistently tight focus on the importance of pro-social and pro-learning skills and there is always follow-up when a child does not meet expectations. Every member of the school community should know that children who aren't managing to keep to expectations will be given lots of extra help, just like someone in reading might receive if they are struggling, and they may have to work harder and give extra time until they can manage successfully.

Coaching prompts take 1-2 mins and happen at the time if everyone is calm. The adult present will give the prompt privately where the child is. Coaching prompts are for small struggles, and they keep expectations high. Adults will keep an informal note of prompts given these are not made visible to the child or class.
Also see the school scripted phrases and scripted intervention that maybe helpful.

<u>At Stage 1 Coaching Prompts adults will:</u>

- **Use set scripted phrases to validate and connect with a child**
- **Refer to School Expectations & Class Charter**
- **(After two prompts) – support a child with short term changes to open measures (if this will help) e.g. the child moves where they are sitting for the session**
- **If a child is struggling to regulate and a change of face/adult is required to support them to feel calm and regulated offer this within the class/year group**
- **Keep an informal record of coaching prompts each day (not visible to the class)**
- **Ensure that coaching prompts that take place during lunch or break time are**
- **passed on to the class teacher**

- **Give up to three Coaching Prompts over a day before moving to Stage 2**

Stage 2 Coaching Conversations (think surgeon)

Follow-up involves two elements: Coaching Conversation **and** Repair Time.

Coaching Conversations are a problem-solving technique which focus on understanding needs, building skills and planning how to do better next time. We use this method because we know that punitive consequences are good at making children feel bad but are very poor at helping children to:

a) Work out how to meet their needs better next time
b) Build their Executive Function skills
c) Develop their Emotional Intelligence.

Coaching Conversations support children in all these vital areas. During a Coaching Conversation, the concerns of the child **and** the adult are explored and ways to meet both are discussed.

The Coaching Conversation Structure

Every time a child does not meet the expectations agreed at the start, it should be followed up at a time when everyone is calm using a 'Coaching Conversation'.

1. **Introduce the concern** in a way that keeps the child regulated and feeling supported
2. **Listen to the child** – listen to understand, not to respond. Ask questions until both you and the child really understand the needs and missing skills behind the issue. Ask questions in a way the child feels heard and their perspective understood.
3. **Share** your concerns and your point of view using the 'Speak Up for Better' technique (start with evidence and how you are interpreting it, use 'I' rather than 'you').
4. **Problem-solve** together – always ask for the child's ideas first; expect the child to work hard at thinking of solutions which are 'Good for Me, Good for You, Good for Everyone'. If they really cannot think of solutions, despite trying hard, the adult should make suggestions and encourage the child to decide which would be best.

The principle is that the child feels authorship of the solution as this will make it more likely they will follow it through.

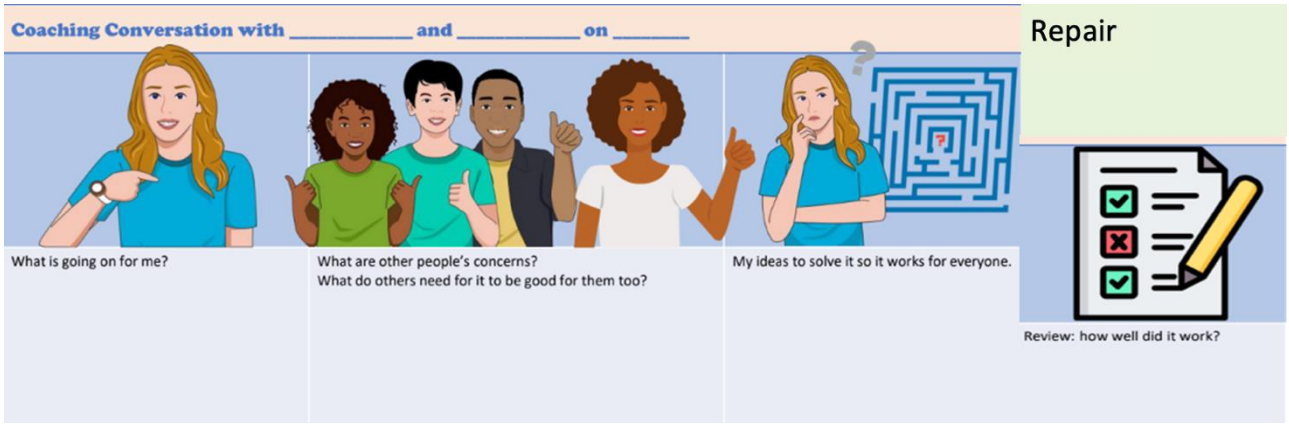
Things adults should keep in mind to secure sustained ongoing progress

- **Real, long-term change takes time** – our job is to help children and young people to create new neural pathways, and to recognise that they can't do this overnight. This means that the first Follow up Coaching Conversation is unlikely to lead to instant change – 'Change needs more than a chat'.
- Scaffolding pathways to independence Children and adults need to be clear about the end goal. Small steps should be planned with the child, and successes recognised and celebrated.

It may be necessary to put scaffolds in place for a while, but it is essential that over time these are reduced and removed as the child develops the skills to function independently. When supports and scaffolds remain static, children become dependent.

<u>At Stage 2 Coaching Conversations adults will:</u>

- **Use the Coaching Conversation (CC) slip as a prompt if needed to shape conversations with children**
- **Consider changes to open measures as well as the use of protective measures (scaffolds) that could be put in place depending on the low-level disruption or specific issue that is arising**
- **Record all CC that take place and inform parents via Arbor**
- **Arrange a Coaching Time session if a child has needed three CC within three weeks for the same sorts of incidents (Stage 3)**
- **Discuss and consider natural consequence with the child**



Repair Time: a restorative justice technique (used at all stages)

Repair Time is different to a Coaching Conversation and they have very different purposes. The purpose of the Coaching Conversation is to problem-solve the concerns and needs of all parties and find a solution to enable the child to do better next time. Repair Time on the other hand is about reflecting on any amendments that should be made and building the skills of social cognition and empathy.

Repair Time should **always** take place if a child's words or actions have had a negative impact on anyone or anything.

Repair Time is separate to the Follow up Coaching Conversation and has a distinct and separate purpose.

- Repair Time should be scheduled to take place as soon after the incident as possible but only once the child is calm. It is preferable that the adult first involved in the incident leads Repair Time, wherever possible.

During this stage, the child is supported to consider the perspectives of others; they are helped to think through whether the needs of other people were compromised in any way

– the natural impact that their words or actions may have had. By exploring this in a matter-of-fact way and in a spirit of support, the ‘repair stage’ supports improved skills within the areas of social cognition and empathy.

If a child says they do not care about the impact on others and do not want to make things better, they should never be forced. The adult should simply explain that this just means they haven’t learned the skills yet to either feel what others feel or want others to feel better. The adult should also emphasise that:

1. These are really important skills for everyone in the world to have to make sure it is a pleasant place for us all to live
2. As the child’s educator, we have a duty to help them improve in these skills so some extra help will be put in place.
3. This may mean some extra learning before or after school but it is not a punishment it is because you care about them and those around them deeply – we want them to achieve well and for others to feel safe and content.

Stage 3 Coaching Time (think Surgeon)

Coaching Time should take place in the event that a Coaching Conversation has been used several times yet not led to any noticeable improvement or for bigger struggles. Coaching Time will take place at a scheduled time this could be after school.

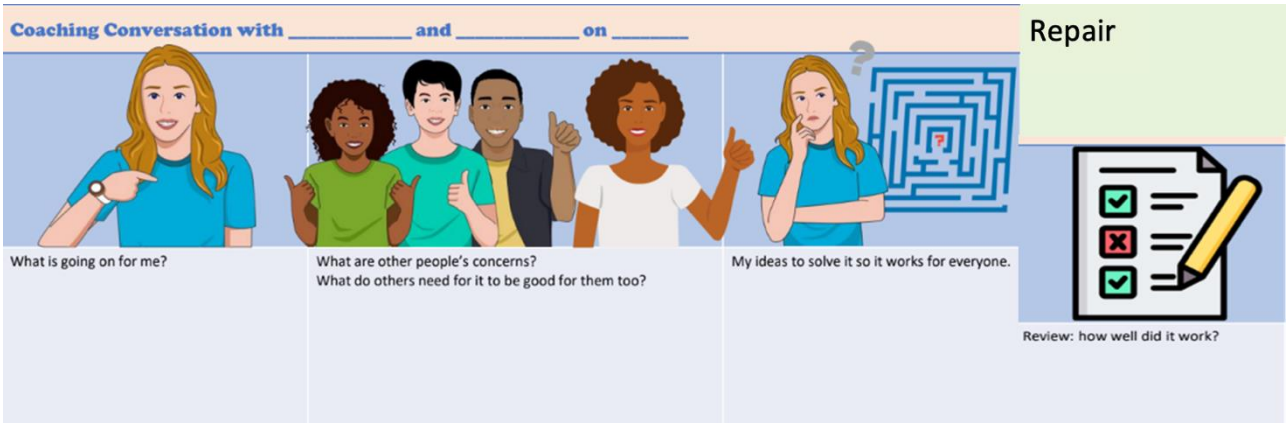
It is vital that the child does not see Coaching Time as a punishment but rather as a commitment to wanting them to do better so they can achieve well. This message should be emphasised to the child and everything should be done to ensure the experience is a positive one for the child, whilst also firmly holding them to account for making progress.

Coaching Time should be carried out in a spirit of support with an adult with whom the child has a good relationship. It is ideal if this is the adult who teaches the child most. Coaching Time can take place in groups, if necessary.

Coaching Time incorporates the following different elements:

At Stage 3 Coaching Time adults will:

- **Spend around 15-20mins meeting with the child and empowerment coach to develop a plan of support to ensure clear expectations and scaffolds are place so children can meet expectations in the future (during this time they will discuss expectations and address skills difficulties)**
- **Use the Coaching Time/Conversation slip as a prompt to shape conversations with children**
- **Set out longer term protective measures/scaffolds in place**
- **Set a measurable time frame (approx. three weeks) for a child to demonstrate they are meeting the agreed expectations successfully and begin a period of monitoring using a target communication card -two key targets which have been agreed with the child. A copy will be sent home with the child each day to parents/carers to communicate how well expectations are being met during this time and to monitor progress**
- **Inform parents/carers what has been agreed during the meeting (parents could attend the last 5 mins to be updated)**
- **Log 'follow up' on incident on Arbor to confirm Coaching Time (CT) has taken place**



If three Coaching Times have taken place and these have not led to a change to the unhelpful behaviour, an individual plan and a coaching programme (stage 4) should be put in place.

Stage 4 Coaching for Change Programme (think consultant)

If Coaching Time has taken place on three occasions and sufficient progress has not been achieved, the child should be placed on a Coaching Programme. The Coaching Programme is a more intensive level of support for children who have higher levels of difficulty; it involves a series of sessions which may take place outside of the school day. It is expected that parents/carers attend the planning meeting for these sessions with their child.

The Coaching Programme involves the following elements:

At Support Stages 3 & 4 a child will have an individual plan which identifies and plans for unmet needs and the building of any lacking Executive Function Skills. Individual plans will be overseen by SLT at Stage 3 and the school's SENCO team for Stage 4. The class teacher is responsible for identifying key skills and areas of need which need support.

<u>At Stage 4 Coaching Programme adults will:</u>

- **Teachers will arrange to meet with parents/carers after school with child and/or**

SENCO/SLT

- **Identify the needs and Skills which are central for the planning session with clear outcomes identified**
- **Agree the coaching programme provision with measurable time frame i.e; a six-week period of intervention support, x2 30min sessions per week**
- **Agree with parent's clear support to be put in place at home as well as school for positive outcome**
- **Review protective measures in place and skills developed at end of provision**
- **Includes bespoke individual plans for children with SEND with SEMH as main barrier of need – developed by the SENCO/Pastoral Team including IBMPs**

Consequences

The consequences of keeping and not keeping to school expectations are focused first on the **natural impact** i.e. If we are kind and calm in how we respond to others, they will feel safe. If we respond unkindly and aggressively, others will feel unsafe and may feel scared. They may then not wish to spend time with us.

The reason for this is that a focus on the natural impact supports the development of:

- Emotional intelligence
- Empathy
- A strong moral compass
- Intrinsic motivation to do the right thing

We know that, if consequences are focused on the rewards children will get or the punishments they will suffer, it leads to children:

- Thinking about what's in it for themselves rather than developing social and emotional intelligence
- Doing things because they think they may be seen or get caught rather than developing a strong moral compass
- Becoming dependent on authority rather than developing the independence to think through the right thing to do for the well-being of themselves and others
- Relying on extrinsic motivation rather than feeling internally motivated to make moral decisions.

Internal motivation, independence and a clear moral compass are crucial for children's

futures; by building these early, they will be better equipped to avoid the common pressures experienced in pre-teen years and beyond which lead to substance abuse, risky behaviours and crime.

At Alver Valley Schools, we hold children tightly to account by always following-up every incident of unhelpful behaviour through Coaching Conversations and, if the unhelpful behaviour continues, supporting ongoing progress through a programme of coaching.

Unlike the consequences commonly used in schools such as detentions, we use ConEDsequences; the difference is that a ConEDsequence is focused on helping the child to **do better** rather than **feel worse**; the child may therefore be asked to stay for coaching at lunch time or after school, but this will be carried out with a spirit of support and kindness – like all learning, we want the child to learn the skills to do better **and** enjoy the experience along the way.

What makes this different from a traditional behaviour management strategy?

Much of **what** happens will be the same; it is **how** it happens and the **intentions** and **focus** behind the adult actions that will be different.

Supportive Intentions

When a child isn't managing, the 10 Point Response Plan will be used to help get them back on track and they will be reminded of the needs of the adult and others in the class. The focus will be on regulation, protecting self-esteem, developing emotional intelligence and collaborative problem-solving.

If a child's actions are stopping others from learning or putting others at risk, of course it isn't appropriate for the child to remain in the class. However, **how** this is communicated will be very different – it will be in a supportive and calm manner emphasising that the adult needs to help the child find a place to be where they and others around them can feel good and successful. The intention will be to secure the best achievement for all children – the child and the rest of the class.

A Skills Focus

This approach is also far more concerned and rigorous in recognising and addressing any

unmet needs and making progress in the skills that are preventing them from meeting the class charter in the first place. This differs from traditional behaviour policies that assume sanctions or rewards alone will help children to make progress.

What happens if a child continues to fail to meet expectations?

Every child deserves to feel safe, happy and be able to learn. It is therefore vital that, if a pupil in the class is putting this at risk, the right support is put in place so that other children are protected.

If the use of Calm Connect Respond, Coaching, support on skill building and scaffolds and adjustments to help whilst these are still developing, isn't proving sufficient, it may be the child needs some different provision within the school whilst they develop the necessary skills.

Those children who have continued unmet needs despite high levels of support in place, will be monitored closely and placed on the Cause for Concerns list where the SEND Team can look closely at what is in place to support the child's needs. A child will be placed on the SEND register if, despite a graduated approach of assess, plan, do, review the child is not making expected progress – see SEND policy for more detailed information.

The Pastoral and SEND teams offer a range of social, emotional and mental health provision (SEMH) which children can access depending on specific unmet needs or skills they need to develop. This will be agreed by the teams along with the class teacher. Provision offered currently consists of the following:

- Thrive Approach – play based sessions for children with unmet early developmental emotional needs Typically a six-to-twelve-week programme offered either 1:1 or small groups based;
- Lego Therapy – small group led sessions over a six-week period to teach active listening skills and social skills such as turn-taking, collaboration;
- Social Skills Programme – small group sessions for neuro-diverse children who need
- to develop specific skills such as initiating conversations, taking turns etc.
- Sensory Circuits – support for children to understand their sensory needs and how
- to help themselves regulate.

- Lunch provision – to support 5C needs as well as supporting the development of pro-social skills
- Parents may be asked to have a regulation conversation with their child on the phone if the child is struggling
- Parents may be asked to come and support their child if they are struggling and not accepting with the support offered or if they are being unsafe

Depending on need, the SENCO and Pastoral Team will decide which provision will suit a child best and the class teacher will agree a specific area of need or skill for the child to work on. In all contexts, the specific skills which will be a focus to build should be explicit, decided with the child and progress tracked.

Responding to serious behaviours

Serious behaviours breaches will be responded to by a member of the senior leadership team and may consist of:

- Showing extreme and threatening aggression
- Physically hurting another child or an adult
- Bringing in weapons (real or imitations) or paraphernalia that may hurt others or intend to threaten others
- Bringing a prohibited item into school such as a mobile phone, matches, lighter, alcohol, drugs or drugs paraphernalia

Depending on the severity of the behaviour, the senior leader in charge may decide on an immediate short-term internal suspension, fixed term suspension or consider exclusion. Length of short-term suspensions will depend on several factors at the Headteacher's discretion. All suspensions and exclusions must be agreed by the Headteacher and in line with the school's Exclusions Policy.

If suspension is not deemed to be appropriate, there will at least be a phone call home by a senior leader to inform the parents/carers of their child's behaviour and to arrange a coaching plan conversation with the class teacher and parent/carer where protective measures will be agreed for a set period of time whilst the child develops the skills required.

The adult who was with the child at the time of any serious behaviour breach must complete a behaviour incident record as soon as possible following the incident. In addition if the child has brought a weapon, drugs or other paraphernalia onto school site that may cause harm to others, the school will follow the guidelines in place. Following a short-term suspension, the provision and needs of the child will be assessed. A reintegration meeting with parents, child and senior leader will be held to discuss the planned provision for the child.

Suspension and Exclusion

Suspension is a final resort. This is considerably more severe than an internal suspension, where a child is asked to stay at home for an agreed period of time. Only the head teacher can suspend children externally. A child can be suspended for a maximum of 45 days in any school year. When deciding upon the fixed length of the suspension the head teacher will take into account the incident, previous suspensions and all strategies used prior to the incident. Work will be provided for the suspended child to complete at home. The child is not permitted to be in public areas in school hours during the suspension.

Following a fixed term suspension, there will be a reintegration meeting involving the school, child and parent/carer(s). The purpose of the meeting is to work in partnership with the school, in order to assist the child in ensuring an understanding of the school expectations and what unmet needs or skills their behaviours are communicating. These meetings support reintroduction.

Specific targets to support unmet needs or skills will be set for the child and agreed with the parent/carer and captured through either a coaching plan or individual behaviour management plan (IBMP).

Suspensions and exclusions are at the discretion of the head teacher and they can suspend or exclude a child for the reasons listed below although this list is not exhaustive and there may be other situations where the head teacher makes a professional judgement that this is the appropriate sanction:

- A serious violent act towards other children
- A serious violent act towards a member of staff
- For posing a serious threat to others
- Consistently disrupting learning

- Consistently ignoring instructions by adults and therefore making it impossible to
- return to class
- Repeated acts of aggression toward other pupils
- Repeated acts of bullying towards another child including acts of racism, homophobic bullying etc.
- Theft
- Damage to property
- Indecent behaviour
- Leaving the school building without permission

Parents will be contacted and informed in writing about the behaviours relating to and the decision regarding to any suspension. The Governors will review promptly all permanent suspensions from the school and all fixed term suspensions. This will be reported on in the head teacher's report to Governors. In line with the Suspension and Exclusions Policy, permanent exclusion would only be considered after extensive use of behaviour support and in discussion with a range of agencies. It will be used if deemed necessary in consultation with the Local Governing Committee and Local Authority.

Conduct of children outside the school gates

In line with Department for Education guidance – Behaviour in Schools February 2024 the school has the power to sanction pupils for "misbehaviour outside of the school premises to such an extent that is reasonable.

- When taking part in any school-organised or related activity
- When travelling to or from school
- When wearing school uniform or in some other way identifiable as a pupil at the school; that could have repercussions for the orderly running of the school that poses a threat to another pupil or that could adverserly affect the repuatation of the school

Behaviour on school trips

The expectations in this policy apply whilst children and staff are involved in any off-site school visit. Class teachers will carefully plan visits to ensure all children can experience success on their trip with whatever adaptions may be needed to be put in place for individual children's needs. This may mean adapting the programme to suit the needs of individuals or preparing individual children beforehand to ensure they are prepped for best and a pre-mortem of what will happen on the day is explained to them. Class teachers should share social stories with individuals/ groups and carry out an individual risk assessment for children with SEMH needs who present with challenging behaviours.

For residential visits, an individual behaviour plan and/or contract may be devised at the discretion of the class teacher and SLT with adaptions put in place to ensure the child has a successful experience.

The school behaviour policy should be followed during all times, although these additional points need to be considered. On school outings and in public places the children will be expected to behave in a calm and sensible manner and following the school expectations.

For children with challenging behaviours, the school will always consider other ways to help a child attend the trip safely. However, in some cases it may be reasonable and necessary to prevent a child from coming on the trip to protect their safety and the safety of the other children attending. Reasonable adjustments will always be considered as part of a risk assessment and this may include asking a parent/carer to accompany the child on the trip.

Teachers accompanying trips carry enormous responsibility for the children in their care. The Senior Leadership Team reserve the right to withdraw children from the trip at any time should a child's attitude or behaviour not meet our expectations as a school. The Senior Leadership team will also consider whether allowing a student on a trip will cause concern with regards to safeguarding for them, other children or staff, and will make a decision based on this should it be necessary.

Please read this Positive Behaviour Policy alongside the following policies:

- School Suspensions & Exclusions Policy
- SEND Policy
- Physical Intervention Policy

Appendix 1

Resources to support implementation

The Empowerment Approach Way ....

Our Expectations: For everyone to be safe, happy & able to be at their brain best

Helpful scripts & top tips

BEFORE: Prep4Best	DURING: Calm Connect Support	AFTER: Coaching Conversation
"Good for you, good for me, good for everyone" ▪ What should be the expectations here today, so everyone is safe, happy and able to learn / play / be at their best? ▪ What might you find hard? ▪ What could go wrong? ▪ What could **you** do to make sure it goes well? What could you ask for? Encourage **the child** to find a solution.	**It's scientifically backed to be the best way to help someone get back on track** ▪ Connect with **their** experience. Box your **own** emotions (just for the moment). ▪ "We're on your side. I'm here to help." ▪ "You can either …" (give 2 options) ▪ Give thinking time If the child cannot get back on track, follow the procedure for them being somewhere they **can** do well.	**If you don't follow-up, you'll be forever mopping up** ▪ "Don't worry – you're not in trouble". ▪ It's not just a chat: listen, then help **them** to plan how it can be better **for everyone**. ▪ Make follow-up part of your routine – for the good stuff too. ▪ 'Protective Measures' may be needed. Insistence, persistence, consistence, with a bucketful of kindness.

Stepped support actions for when expectations are not being met and others are being impacted negatively:

1st support:	2nd support prompt:	3rd support prompt:	4 – New location then Coach
Connect, offer support to get back on track. Speak privately, low & from the side.	Connect again. Privately reinforce reminder of expectations & support.	'We need it to be good for everyone.' 2 mins to get back on track. What would help?	Follow exit procedure & schedule Coaching Conversation.