



BEHAVIOUR FOR LEARNING POLICY

Autum 2025

Governing Body Approval Date:	Autumn 2025
Approved by:	IEB
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Review Date:	Autumn 2026

Rationale

This policy is designed with clear intent – to foster a safe, inclusive and relational culture for all pupils; robust implementation – through consistent staff practice, training and monitoring; and measurable impact – seen in pupils’ increased engagement, emotional regulation and readiness for learning. This aligns with the Ofsted Education Inspection Framework (2025) focus on behaviour, attitudes, personal development and inclusion.

The Governors and staff of Langley School seek to create a school environment which encourages and reinforces a safe, structured, and nurturing environment where positive behaviour is explicitly taught, modelled, and reinforced. Governors and staff recognise that a consistent, relational approach to behaviour is essential for pupils with Special Educational Needs and Disabilities (SEND) to feel secure, respected, and ready to learn. Our behaviour culture is rooted in understanding each pupil’s unique profile—including their communication style, sensory needs, and emotional regulation strategies—and adapting support accordingly. Through personalised behaviour plans, differentiated curriculum pathways, and targeted interventions, all pupils are supported to engage meaningfully with learning and participate fully in the life of the school. Staff maintain high expectations for behaviour and attitudes, while recognising that progress may look different for each child. This inclusive approach ensures that every pupil is safe, valued, and empowered to thrive.

Purpose

At Langley School, we strive to build a culture where every individual feels safe, respected, and supported to thrive. Our behaviour approach is designed to:

- Foster a secure environment for all.
- Promote positive behaviour through clear expectations and relational support.
- Develop pupils’ emotional regulation and self-awareness.
- Equip pupils with practical strategies to manage feelings and behaviour.
- Support the development of meaningful social skills and relationships.

We work in close partnership with parents, carers, and external agencies to ensure a consistent, collaborative approach to behaviour across all settings. Our ethos underpins our commitment to inclusion, wellbeing, and high expectations for every pupil.

Ethos

“A Langley Child Thrives.”

At Langley School, we are committed to fostering a culture of positive behaviour rooted in mutual respect, care, and a deep understanding of each pupil’s individual needs. We recognise that our pupils present a diverse range of behaviours shaped by their developmental profiles and their Special Educational Needs and Disabilities (SEND). As such, we take seriously our responsibility to support their social, emotional, and moral development alongside their academic progress—equipping them with essential self-help strategies and lifelong skills.

Staff consistently model high standards of behaviour, creating a safe and predictable environment where pupils can learn, grow, and succeed. The following principles are embedded within our school culture and are expected to be demonstrated by all staff in their daily practice:

- Proactive strategies
- Person Centred
- Collaborative
- Empowerment and Independence
- Tolerance
- Compassion
- Patience
- Positivity
- Calmness
- Realistic expectations
- Role modelling
- Flexibility – adapting our approach to meet individual needs.
- Consistency
- A gradient of behaviour support – celebrating every step towards reducing negative behaviours.

School Rules

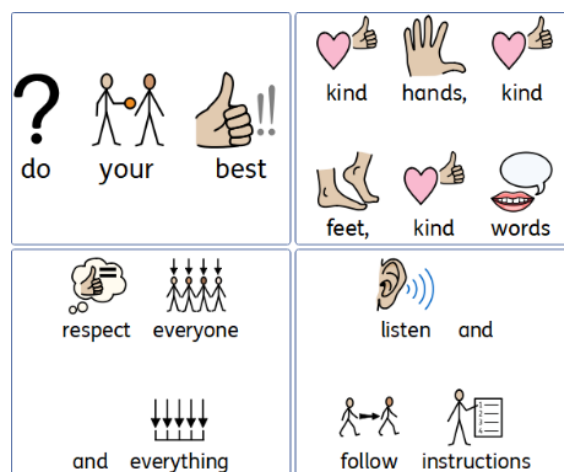
As a staff we aim to achieve consistency in our management of behaviour, considering individual needs of the children. Langley School rules link to THRIVES – Thrives, Happy, Respected, Independent, Valued, Empowered, Safe. (please refer to our Teaching and Learning Policy for further details).

Langley School Rules

- ✓ We always do our best
- ✓ We use kind hands, feet and words
- ✓ We respect everyone and everything in the school
- ✓ We listen and follow instructions

The rules are displayed in each class and discussed regularly with the pupils to ensure they understand what each rule means. Each class may also write a class charter together which are a set of guidelines that learners and their teacher agree on for the classroom. The class charter maybe signed by the class in a variety of creative ways e.g. written names, handprints, fingerprints or a drawing. These can then be displayed on the classroom wall, alongside the Langley School Rules. If teachers do decide to create a class charter, they must be written in the positive not the negative, for example, “We walk sensibly in class” as opposed to “Do not run in class”.

Langley School is committed to:



- Providing a happy, caring environment in which our pupils feel secure and are prepared for life outside our school.
- Setting high expectations for pupils' personal, social and academic progress.
- Promoting a positive ethos where each child's achievements are valued and celebrated.
- Ensuring an effective partnership between school, parents and the community.

Staff at Langley have a collective responsibility to:

- Be a positive role model to pupils.
- Manage and not ignore challenging behaviours.
- Provide clear boundaries/limits of behaviour.
- Provide a calm, consistent approach to the management of behaviour considering the individual needs of the child.
- Ensure pupils are aware of the consequence of inappropriate behaviour.
- Use physical interventions only as a last resort, appropriately and in line with PROACT-SCIPr-UK principles, including recording and reporting all incidents of physical intervention.
- Report inappropriate behaviour on BROMCOM and ensure Class Teachers are aware of behaviours occurring outside of the classroom.

Our Commitment

Langley School is dedicated to:

- Creating a happy, caring environment where pupils feel safe and are prepared for life beyond school
- Setting high expectations for personal, social, and academic progress
- Promoting a positive ethos where every achievement is recognised and celebrated
- Building strong partnerships with parents, carers, and the wider community

Staff Responsibilities

All staff at Langley share a collective responsibility to:

- 'Catch the good' – Highlight the positive behaviours to reinforce standards and shape a culture of success
- Model positive behaviour and respectful relationships
- Respond to challenging behaviour consistently and constructively
- Establish clear boundaries and expectations
- Provide a calm, predictable approach tailored to each pupil's needs
- Ensure pupils understand the consequences of unsafe or inappropriate behaviour
- Only trained staff to use physical interventions as a last resort, in line with **PROACT-SCIPr-UK**® principles, and record/report all incidents appropriately (See Physical Intervention Policy)

- Log behaviour incidents on **BROMCOM** and communicate relevant information to Class Teachers, including behaviours observed outside the classroom

Classroom Management

Good classroom management ensures that a positive social learning environment is set up and maintained, enabling pupils to make the most of learning opportunities. It is recognised that pupils who are not feeling safe and secure are unable to learn effectively. We are committed to the provision of a positive environment in which children are valued as individuals and their positive behaviours are clearly identified, reinforced and celebrated. We develop positive relationships with each child and ensure we take time to repair and rebuild relationships after an incident has occurred. Class teams have developed Classroom Management plans, and these can be seen in classrooms. These plans are to ensure a consistency in approach for low level behaviours that may be evident in the classroom and to share with visitors to the room, what strategies staff may be following, where it is not apparent.

The Role of School

As a school, we acknowledge our legal duty to make reasonable adjustments under the Equality Act 2010 in order to meet the special educational needs of our pupils. This extends to the management of behaviour, in the context of Social and Emotional Health (as per the revised SEND Code of Practice 2015)

In our context it is vital that there is consistency in the positive behaviour strategies staff offer our pupils. Many of our children have a primary diagnosis of Autism or have difficulties with communication, and it is our experience that our pupils benefit from clear boundaries and structured routines. However, we recognise that our children are all unique individuals, and it is crucial that class teams reflect on their practice and work closely together to ensure consistent and effective behaviour strategies are put into place on an individual pupil basis. These are reviewed regularly within the class team and in collaboration with SLT, in order to revise strategies or seek additional support from external agencies as necessary.

Relationships, Positive Strategies and Restorative Approach

At Langley School, we recognise the importance of creating a learning environment which supports our pupils to make positive behaviour choices, taking into account their individual special educational needs and by employing a range of positive strategies.

Our aim at Langley School is to keep all children fully included, engaged with learning and participating within our school community, improving outcomes for all. We understand the importance of a focus on inclusion and belonging through promoting positive relationships and behaviour, effective teaching and preventative responses, and is based on the principle that all behaviour is a form of communication. Relationships are vital for all children in school. It is through relationships that children learn to feel safe, belong, understand themselves, others and the world. We recognise that children's behaviour can be an expression of an emotional or an unmet need and in order to support them we need to be able to read their behaviour. This involves being able to empathise with their feelings and understand their thinking. We need to be able to use our knowledge of brain development, trauma and attachment to work out what we need to do to meet their needs.

Children's behaviour is often a form of communication about an unmet need. Sometimes we may be able to identify the trigger of an unwanted behavioural response and other times it will be difficult for us to pinpoint the trigger. It is through a restorative approach that we can help children to recognise their feelings, emotions

and responses, how these impacted on themselves and others and what they could do differently if they feel that way again.

The Physical, Social and Emotional Learning Environment

A child's learning environment is the area and culture in which they learn, encompassing their physical, social and emotional surroundings. A positive learning environment can support all children to flourish. A learning environment will need to be constantly adapted in response to the children's needs. Below, we will highlight the importance for teachers in considering the physical, social and emotional environment when planning their classrooms.

Physical Learning Environment

Teachers are responsible for ensuring they create a physical environment that allows all pupils to feel content, comfortable and focused. This means consideration of light, noise, reflections and use of colour. An organised and clutter-free space can help children to be more attentive and more engaged with their learning. At Langley, staff also need to be aware that many of our children are diagnosed with Autism or have difficulties with communication, so it is important that resources are provided to allow communication in a range of forms. A low-arousal, calm and structured environment, is often supportive for pupils at Langley. In order to ensure that the learning environment meets the needs of all pupils, class teachers are responsible for ensuring that the classrooms are:

- ✓ Neat and tidy, and free from unnecessary clutter.
- ✓ Organised into supportive 'zones' such as workspaces, movement areas (e.g. mini sensory circuit or trampoline), quiet spaces (bean bag, ear defenders, social story space, book corner) and creative areas.
- ✓ Planned in their seating arrangements supporting peer dynamics and sensory/physical difficulties.
- ✓ Communication supportive with aids such as the visual timetable, task boards (e.g. now and next, sequencing strips, check list, rule reminder), symbols/photographs, objects of reference and aided language displays for pupils to refer to.
- ✓ Intentional and purposeful in their use of additional spaces such as the Sensory Room, Sensory Integration Room, Pods / breakout spaces, corridor sensory circuits, outdoor spaces.
- ✓ Planned in terms of classroom routines and have clearly displayed visual timetables.
- ✓ Set up to avoid keeping children waiting too long in transitions (teachers utilise class staffing effectively to support pupils to move between locations efficiently and minimise waiting in whole class lines).

Social Learning Environment

In order to nurture an environment conducive to learning, the school has an effective, well-established and universally understood whole-school approach to behaviour as highlighted through this policy. We have high expectations of all pupils and staff, and a belief that all pupils matter equally. Any behaviour that detracts from the success of the school community, or weakens the self-esteem of staff or students, is addressed effectively and efficiently through the application of our behaviour policy.

Emotional Learning Environment

Children must also feel emotionally prepared to learn. We want our children to enjoy each step they take in their learning journey. Motivation in the classroom can help children to become more resilient, independent learners, who can persevere in the face of challenge. Staff should work to create a strong sense of togetherness and unity within their classrooms. Staff should greet the children every morning, welcoming them into the classroom. Building strong, positive relationships in the classroom is critical in encouraging good behaviour

and promoting pupil wellbeing. The learning environment needs to be adapted to suit individual children's needs. Some adaptations to classroom environment may be needed to support children's access to the curriculum.

Communication

We recognise that communication whether by eye movement, gesture, sign or verbally is vital to our pupils' learning journey. We also acknowledge that certain behaviours can form part of our pupils' communication. Therefore, we seek to offer the following support as appropriate:

- Visual support, including objects of reference and symbols.
- Concise instructions – minimising language and allowing for processing time (*a countdown of 5,4,3,2,1 is very effective for many of our pupils; consider a minimum of 20 seconds for a SEN pupil to process information*)
- Scaffold and support children's processing skills visually (*pictures, objects and gestures*) and verbally (*minimal language – information carrying words only*)
- Makaton signing
- Aided Language Displays (ALD)
- Communication books as directed by SaLT
- Symbol exchange books as directed by SaLT
- 'Who's Working with Who?' display boards (*these are designed to help children transition and aid them in understanding change of locations and groupings for lessons*).
- Minimise language and use symbols e.g. lanyard symbols, ALD when communicating with a child whose behaviour is heightened.

Sensory Regulation

Many of our pupils have additional sensory needs which may display in their behaviour. As a school, we work with occupational therapy advice to identify and support our pupils in their sensory regulation. This may take the form of:

- Occupational Therapist observations and questionnaires to identify a pupil's sensory profile.
- Access to a Sensory Circuit.
- Equipment to support sensory regulation such as weighted jackets, vests and blankets.
- TACPAC and Handy Pac.
- Equipment to support access to the curriculum such as writing slants, rocker chair, chews, iPad, pencil grips, etc.

Emotional Regulation

We recognise that many children at Langley School experience difficulties with their awareness and understanding of emotions. We seek to support their development of these skills with:

- Support to learn strategies to manage emotions more positively (co-regulation)
- Restorative approach
- Positive listening and learning (active and reflective listening) and debriefs (summary of what has happened) where appropriate to the development of the child.
- Social stories
- Emotion cards
- Comic strip conversations

- Circle time
- Class assemblies/PSHE
- Sharing of stories
- Designated spaces within the classroom and school environment for children to access to support emotional regulation (e.g. quiet areas, sensory rooms, soft play, pods/ breakout spaces).
- Attention Autism where appropriate
- Emotional coaching

Physical Touch

In our school context, we believe that positive physical touch can be used to reinforce positive behaviour choices, reassurance, congratulatory, comfort and reinforcement. Strategies include:

- High fives for praise
- Golden handshakes
- Elbow bumps
- Deep massage
- Help hugs (deep pressure applied through the cupping of hands and whole hand pressure)
- Hold hands (allowing the child to squeeze the hands as a release)

Positive Behaviour Management Strategies

At Langley School, we operate a tiered approach to behaviour (see Appendix 2). It is expected that all staff have high expectations for learning and behaviour and use positive behaviour management strategies effectively to promote good behaviour and prevent low level behaviours from escalating. In addition to the basics being in place (visual timetable, now and next, I am working with, I am working for..., class reward systems, Class Dojo points, stickers, application of strategies on individual pupil profiles) the following strategies can be helpful to support and promote positive behaviour for all.



ClassDojo

- Consider processing time – Allow time for the child to process an instruction or request
- Reduce pressure (modify expectation for the child)
- Adapt teaching - activity / groups / staffing / errorless teaching
- Positive redirection/modelling (use of motivators and child's special interests)
- Movement / sensory breaks
- Minimise language and listen (short instructions)
- Tactical ignoring - (proximal praise, private signals or 'catch' children making good choices)
- Positive reinforcement of expected behaviours
- Offer the child a restricted (limited) choice
- 'I' messages / 'Name it to tame it' (I think..., I feel..., I know..., I can see...) *Once you notice a child is having a strong emotional reaction, describe, or name it e.g. 'I can see you are getting cross. It can be frustrating when things go wrong. Remember I am here to help'.*
- 'We script': (Name of child) we expect.... (expected behaviour) thank you i.e. "Saba, we expect everyone to have kind words, thank you."
- Distraction
- Child initiated time out (movement breaks)
- Change of face (supporting person)
- Remove the class audience

- Slow countdown - NB: If this strategy is used, staff should clearly share the next step for the child (visually, sign or verbally as appropriate to the child's level of understanding) and give the countdown slowly. *Before using this approach, staff should consider the effectiveness of this strategy on a case-by-case basis. It is important to remember that this approach can heighten anxiety for some of our pupils particularly those with a diagnosis of autism).*

Reflection Spaces – ‘Pods’ or ‘Breakout Spaces’

In addition to our sensory room and sensory integration room, each pair of adjoining classrooms has a pod space which may be used for a range of purposes e.g. pupils may access these spaces as part of their learning programme, or it can be used as a space for co- or self-regulation if required by a pupil. These spaces may have to be prioritised according to the greatest need at a given time.

Breaktimes

Break-times can be particularly difficult for some pupils. In the first instance, pupils have to be able to manage the transition to and from the playground. This requires careful management from the class team in order to prepare the children for the move and then to support their actual transition in an efficient and timely manner avoiding long periods of waiting in lines (organising the staff to take small groups instead).

Once safely on the playground, our pupils can often struggle with their understanding of games and social situations impacting their interactions with peers. Here staff have a crucial role in modelling communication and positive interactions; turn-taking; and pro-actively engaging children in simple games or parallel play. Without this structured approach to playtimes, pupils can display negative behaviours towards one another which can impact class learning time.

Recognition and Rewards

All children will follow our Langley School Rules, which are associated with our school ethos and values. The curriculum will promote good learning behaviours and there will be a clear expectation that all positive behaviours will be modelled by staff throughout the school day and beyond. All staff in school will remind children of the Langley School Rules regularly and they will be displayed in classrooms and throughout the school.

We recognise that receiving positive praise in a range of ways for positive learning and behaviour can reinforce good learning and behavioural choices. When our children can see that we are pleased with their learning or behaviour, it helps to build their self-esteem and confidence as learners. We believe that it is important to recognise all achievements for our pupils, including for example, following instructions, social skills, basic life skills, communication and academic milestones. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. Staff may celebrate children's achievements in a range of ways:

- Verbally with words (or signs/symbols) of affirmation and praise
- High fives or Golden handshakes
- Class Dojo Points
- Point towards a collective class reward (class, table or team points)
- Stickers
- WOW boards in class (updated regularly for every child)
- Show another adult their achievements

- Praise postcards
- Show SLT their successes
- Star of the Week award

Consequences

Having good routines, clear boundaries and systems for celebrating positive learning and behaviours helps children to know what is expected of them. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standard of behaviour expected.

If a child is displaying unwanted behaviour or becomes dysregulated, it is important that all staff apply a calm, consistent approach. Staff will respond appropriately when a child is displaying unwanted behaviours or becoming dysregulated, in order to restore a calm and safe learning environment, and to prevent recurrence of any unwanted behaviours. De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. When applying behaviour consequences, staff will also consider the support that needs to be offered to a child to help them to meet behaviour standards in the future.

NB: Some children may have a Positive Behaviour Support Plan (PBSP), which outlines the expectations with regards to managing that child's behaviour and supporting them. Class teachers are responsible for ensuring that all staff working with a child with a PBSP have read and understood its contents and the role they will play in supporting that child, especially if they become dysregulated. More information about PBSPs later in this policy and the PBSP template can be found in Appendix 6.

A variety of consequences may be applied when a child displays unwanted behaviours or becomes dysregulated. Due to the nature of our pupils, consequences are specific to the needs of individual children and in proportion to the incident. The language we use must always be directed at the behaviour not the child, for example, 'We use kind words' as opposed to 'You are not kind'. Consequences are always directed towards the undesirable behaviour not the child. Rewards that have already been awarded will not be removed.

We provide opportunities for children to recover their behaviour and use appropriate consequences which will support them to do this. A verbal reminder or pictorial prompt should precede any consequence, giving children the opportunity to adjust their behaviour. Quietly speaking to the child and reminding them of the correct behaviour, expectations or rules can sometimes result in a change of behaviour, especially when low level. Incidents should be dealt with immediately and any consequences applied as soon as possible after the event. Consequences include:

- Disapproval through tone of voice or facial expression.
- Reflection time in class (NB: This is not to complete work but to have some time to reflect. This would only be a short period of time, no longer than ten minutes)
- Verbal/written/signed/symbol apologies
- Reparation (putting things right e.g. putting back a display that has been pulled off or picking up toys that they threw on the floor. NB it is likely that there would need to be a period of calm and reflection before reparation can take place)
- A pupil may be excluded from an activity or group for a short period but will be kept under careful observation.
- A pupil may be excluded from a future enjoyable activity, as appropriate. (Care should be taken to ensure full curriculum entitlement and pupils should not be excluded from educational activities unless there are Health and Safety or Assessment of Risk considerations). **Exclusion from future**

events, even class-based events, can only be applied as a consequence following a discussion with Pathway lead and Behaviour Manager. In the event the pupil is in a class with a Pathway Lead and the Senior Leadership.

- Referral to the Senior Leadership Team and in some situations, parents may be contacted

Further Action

Good communication between home and school is vital to allow us to work together to solve problems. Parents will be encouraged to contact school to speak to the Class Teacher, a member of the Senior Leadership Team or the Head Teacher should they have any concerns about their child's behaviour.

There may be times, in significant circumstances, where the school needs to support the pupil by having them complete their learning in a room separate from the classroom or it may be necessary to suspend the pupil from school for a period of time. This is used at the direction of the Head Teacher and in circumstances to keep the pupil and others safe.

All decisions relating to suspension or permanent exclusion will be made in line with the *DfE Guidance on Suspension and Permanent Exclusion (2023)*, ensuring due process, safeguarding and equality considerations are applied. Exclusion is a last resort and will only be used when necessary to ensure the safety and learning of all. Where there have been significant levels of aggression towards staff or pupils, we may need to apply the Suspension and Permanent Exclusion Guidance¹.

Absconding

When a child absconds from the classroom the Head Teacher will be immediately notified by the class team. Staff will be assigned to look for the child. The child will be tracked from a reasonable distance and if the child absconds from the school grounds the police will be contacted immediately and the parents will be notified.

Behaviour Challenges

"The term 'challenging behaviour' has been used to refer to the 'difficult' behaviours which may be shown by children. Such behaviours include aggression (e.g., hitting, kicking, biting), destruction (e.g., ripping clothes, breaking items, throwing objects), self-injury (e.g., head banging, self-biting, skin picking), outbursts and many other behaviours (e.g., running off, screaming, eating inedible objects, getting 'stuck' in repetitive movements). Characteristically, challenging behaviour puts the safety of the person or others at risk or has a significant impact on the person's or other people's quality of life." (©The Challenging Behaviour Foundation).

When behaviour challenges occur, we always seek to understand the cause. This may not always be obvious and staff can track a child's behaviour to help understand the causes using an ABCF (Antecedent, Behaviour, Consequence and Function) chart (see Appendix 3). Functions of behaviour can include Sensory, Escape, Attention and Tangible (described as a footnote on the ABCF chart template – see Appendix 3) and can help teachers establish why behaviours are occurring and implement appropriate strategies to support and prevent behaviours occurring.

As well as supporting our pupils to manage their challenging behaviours, we recognise that it is important to teach them about emotions and start to identify these for themselves, according to their level of understanding.

We understand that where behaviour is challenging it can lead to a significant incident for a pupil as demonstrated by the Stages of Crisis Curve (see Appendix 1). To manage these incidents positively, it is vital that staff remain calm and measured in their approach. We look for triggers and analyse patterns (using ABCF

¹ <https://www.gov.uk/government/publications/school-exclusion> School exclusions: guide for parents - GOV.UK (www.gov.uk)

recording and daily behaviour tick sheets – see Appendix 3 and 4) in order to identify strategies to de-escalate these behaviours and inform the individual's Positive Behaviour Support Plan (Appendix 6) moving forwards.

Restrictive Physical Intervention

At times, we will need to use physical touch to reduce risk and keep children and adults safe (please refer to Physical Intervention Policy for additional information). The Education and Inspections Act 2006 states; *“Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.”*

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

Physical intervention should, wherever possible, be avoided and only used as a last resort. There are occasions when emergency physical support will be necessary to ensure the safety of others. Physical Intervention Strategies are used as a tool when an incident reaches crisis following PROACT-SCIPr-UK® procedures by trained staff. When Physical Intervention is used, it must be in a way that maintains the safety and emotional wellbeing of all concerned and must be acted upon in the best interest of the child.

At Langley School, we use the PROACT-SCIPr-UK® Approach to enhance our behaviour management, this is the only authorised training programme for staff and all practice must follow this framework. Staff have initial training and annual refreshers in the PROACT-SCIPr-UK® techniques as well as reminders during pathway and whole school briefings. The approach supports the philosophy that approximately 95% of so-called challenging behaviour can be addressed using positive non-physical intervention. As part of this work, we use some non-restrictive and some restrictive techniques. Non-restrictive handling requires no PROACT-SCIPr-UK® physical intervention procedures and instead involves a range of positive options to de-escalate. These are often specific to the child and are planned for in Positive Behaviour Support Plans. A restrictive physical intervention is a taught and trained manoeuvre from PROACT-SCIPr-UK®. In a small number of cases, it may be necessary to use a restrictive physical intervention if a child has put themselves or others in danger, needing to be physically supported from a situation to ensure the safety of all concerned. A restrictive physical intervention is only used as an absolute last resort.

All staff have a duty of care to keep our pupils safe from harm to themselves or from others. The Children Act 1989 (updated 2004) makes clear that in any decision involving a child, the paramount consideration must be the child's welfare. Paramount means it should be the first thing people think about, and it should take precedence over all other considerations. For that reason, staff need to carefully consider what is in the best interest of the child, both in the short term and the longer term. Positive Behaviour Support Plans enable staff to support children with their behaviour and reduce the risk of escalations. However, at times, staff may need to use physical touch to reduce risk and keep children and adults safe (please refer to *Physical Intervention Policy* for additional information).

Staff will report these incidents using school reporting systems and will notify parents. Incidents are recorded in a bound book and are counter-signed by a member of the Senior Leadership Team on the day of the incident. They are also recorded on BROMCOM. These records are analysed half termly. Parents will be notified by phone, Class Dojo or by email and this will be recorded on the incident form.

Reporting on BROMCOM

Staff report incidents of behaviour using online platform 'BROMCOM'. Individual incidents of behaviour may be logged or where behaviour incidents are a regular occurrence for a pupil throughout the day, class teams may record these behaviours using an ABCF (Antecedent, Behaviour, Consequences, Function) chart as a

running record and upload this to the child's documents on BROMCOM at the end of the day (see Appendix 3 for a ABCF chart template).

If key behaviours have been identified for a pupil as frequent and often, staff may also monitor these behaviours using a Behaviour Tick Record throughout the day and upload this to the child's documents on BROMCOM at the end of the day (See Appendix 4 for a Daily Behaviour Tick Record template).

All reports or behaviour are monitored by the Behaviour Lead, Senior Learning Mentor and SLT to maintain an overview and inform the next steps in supporting the children's needs. Behaviour data is analysed termly by the Behaviour Lead and SLT to identify trends, ensure equity, and inform strategic improvement, with findings reported to the Governing Body. Initially, Unwanted behaviours need to be responded to at a class level, using the ABCF chart to analyse the behaviours and functions of behaviour and implementing appropriate de-escalation strategies to support the child. This analysis provides staff with an insight and understanding of how to move forwards positively. Teachers need to record the strategies and approaches they have implemented using the Initial Response form (see Appendix 5). Please see below for several examples of where function of behaviour has been analysed and strategies implemented:

Sensory - If it is noted that the behaviours happen mainly at transition times, perhaps because it is noisy, staffing may need to be adjusted to support the child or adaptations to how transitions are planned may need to be made.

Escape - A child that is running off when they do not want to complete a task, it might be that they are finding it too difficult or easy and the teacher needs to adjust the expectation appropriately. It might be that they need a 'now and next' board accompanied by a motivator for 'next' so they understand that once the task is completed, they can have the motivator.

Attention – A child might be shouting whilst the teacher is talking to gain verbal attention. Although the attention is negative, it is reinforcing the negative behaviour so a different approach might be needed, for example, they might need a simple ALD board with the symbol for quiet and a picture of Blu tac or a silky ribbon (something the child would like that is not noisy!) The teacher can point to 'quiet' and 'Blu tac' for the children to develop their understanding that if they are quiet, they can have the Blu tac.

Tangible - If a child is displaying unwanted behaviours to try and gain a particular object or activity, a 'now and next' board might need to be used or a reward chart to ensure the child understands when they are able to have the item or activity and when they are not. It might be that they need an individual timetable with the activity planned into it.

SLT and the Senior Learning Mentor monitor on-going reports of challenging behaviour difficulties, identifying patterns and escalations requiring further intervention from external professionals, seeking parental consent as necessary.

Positive Behaviour Support Plans

In response to a pattern of unwanted, challenging or dysregulated behaviours, staff use the completed ABCF charts to analyse the function of the child's behaviour and use this to inform their initial response, implementing strategies to support positive behaviours and reduce the unwanted behaviour (see Appendix 5).

If after teachers have implemented strategies and allowed time for them to embed, the child continues to display challenging behaviours, they should seek support from the school's Behaviour Lead to analyse the behaviours and develop a Positive Behaviour Support Plan (PBSP) with their class team. PBSPs include information about the child, any diagnoses, likes and dislikes, a description of the unwanted behaviours the child is displaying, suggestions why this behaviour might be being displayed, possible triggers, proactive strategies, active strategies, reactive strategies and recovery phase. The document is written by teachers and their class teams and should be given to the Behaviour Lead, Head Teacher and parents/carers to read and sign before being uploaded to the Behaviour File in the Children's Folder on OneDrive. PBSPs would also indicate where physical intervention may be necessary to maintain the safety and well-being of the child or others.

Teams review the impact of the strategies implemented in the plan regularly, making adaptations as necessary. Where appropriate, teams can request additional advice from supporting external professionals to further inform their approaches to behaviour support for the child. Individual risk assessments can be written where required in addition to the PBSP and the Behaviour Lead can offer advice on this.

Incidents Relating to Bullying including Racism

Our curriculum teaches children about bullying, helping them to understand what the term bullying means, and developing their understanding of the difference between 'falling out' and 'bullying' and who to talk to when they are upset. All staff wear lanyards with symbols and classrooms have symbols to represent feelings, enabling children to show how they are feeling and what is wrong even if they cannot tell us verbally. We engage in Anti-Bullying Week, helping children to learn about the negative impact of bullying and what to do if they feel they are being bullied.

We fully understand that any allegations of bullying or perceived bullying need to be handled sensitively and thoughtfully in relation to the child's special educational needs. We will always take appropriate advice to guide our decisions.

Racist incidents will be logged, and parents will be informed. Given the needs of our pupils, it is important that these issues are handled skilfully, and the pupils' needs taken into account. In these instances, we will liaise closely with parents, taking external advisory professional advice to support any actions and act always in the best interest of the pupils.

The Role of Parents

At Langley School, we work closely with parents, carers and external agencies. Parents are informed of positive achievements and behaviours and unwanted behaviours. We encourage parents and carers to work collaboratively with class teams to develop strategies to reduce the impact of negative behaviours. Staff can contact families via:

- Class Dojo: This is a vital tool to ensure regular communication with families.
- Verbal communications by phone (Staff should make a brief note on the child's Bromcom record to give the reason for the call and the parent's feedback).
- Verbal communications in person.

NB: It may be necessary for a member of SLT to be a part of a conversation in order to support all parties.

Where unwanted and dysregulated behaviours are sustained over time and further professional advice is required, parents are contacted to ask for consent for school to seek the support of external agencies. Parents are invited to meet with the class teacher and other professionals as appropriate in order to work together to establish a consistent, positive approach to managing these behaviours. The Senior Learning Mentor also organises a range of supportive parent workshops each year which families may access.

The Role of External Agencies

At Langley School we are committed to understanding and responding to the needs of our pupils. Pupils in our context, benefit from the expertise of a range of external agencies who work collaboratively with class teams to devise strategies and give advice regarding certain behavioural issues as is necessary. Our supporting professionals include:

- Educational Psychologist
- Forward Thinking Birmingham (FTB)
- Occupational Therapy
- Speech and Language Therapy

Policy Review

This policy will be reviewed at least annually.

Reviewed by: Kristofor Karolski and Toni McCarroll

Reviewed: September 2025

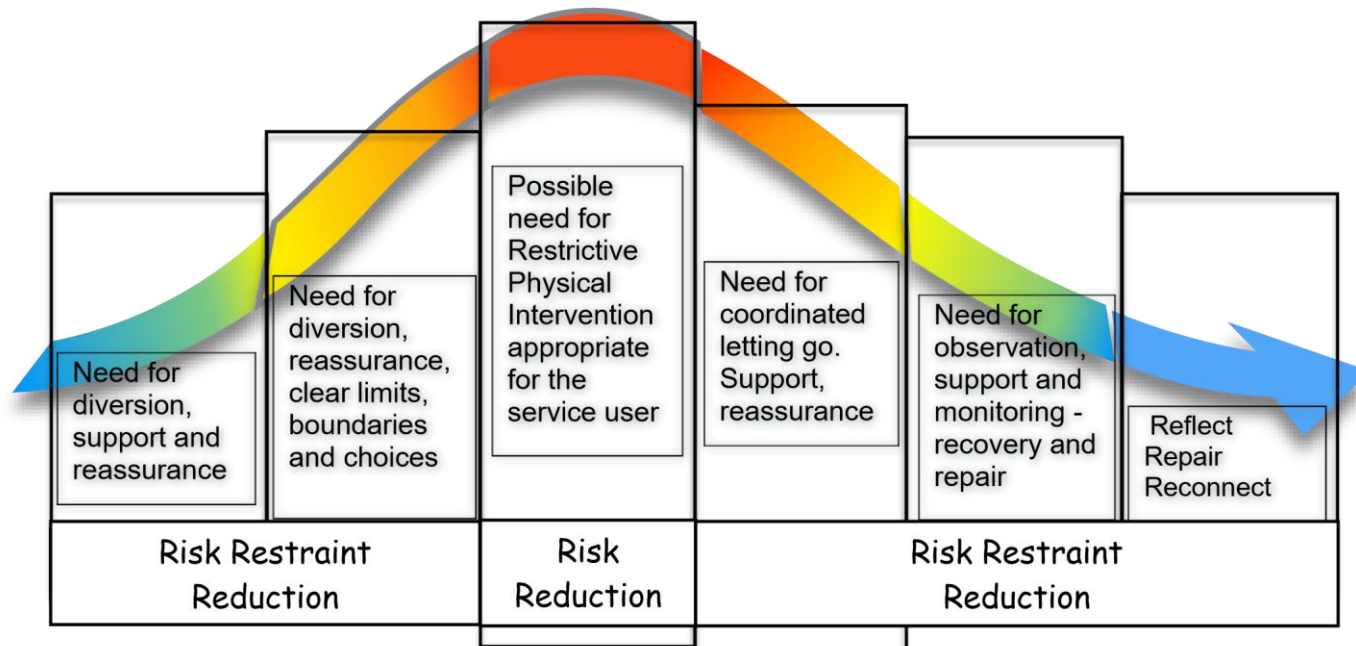
Next Review Date: September 2026

Policy Version	Date	Amended by	Comments
V3	September 2025	Kristofor Karolski and Toni McCarroll	See table below for amendments made.

Section	Changes made
Rationale	<p>The rationale makes reference to the school intent, implementation and impact of the Behaviour for Learning Policy.</p> <p>The revised version is significantly longer, offering more detail and nuance across multiple dimensions of behaviour support. The revised version introduces explicit relational language— “taught, modelled, and reinforced,” “consistent, relational approach,” “unique profile.” The revised rationale shifts from describing what is encouraged to how it is enacted—with verbs like “adapting,” “maintain,” “engage,” and “empowered.” The revised version foregrounds SEND needs more explicitly, detailing communication styles, sensory needs, and emotional regulation—making the rationale more inclusive and actionable. It reframes behaviour not just as management but as a whole-school culture, rooted in understanding and adaptation. It acknowledges that “progress may look different for each child,” reinforcing a strengths-based, non-punitive ethos. Practical strategies are named, such as “Personalised behaviour plans,” “differentiated curriculum pathways,” and “targeted interventions” which give staff concrete reference points.</p>
Purpose	<p>Revised using emotionally resonant and relational language that reflects a trauma-informed, strengths-based ethos that is more aligned with current SEND and safeguarding frameworks. There is a greater clarity of our behaviour approach Behaviour as it is promoted through clear expectations and relational support, making the approach more explicit, consistent, and staff led. It adds self-awareness and practical strategies, deepening the emotional literacy goal and making it more accessible for pupils with SEND which aligns with EHCP outcomes and therapeutic teaching models.</p>
Ethos	<p>Our Ethos has changed from a general affirmation to aspirational identity: The revised version introduces a tagline-style ethos that is emotionally resonant and future-focused.</p>

	<p>“Thrives” signals not just participation or effort, but growth, empowerment, and success—a strengths-based, trauma-informed shift. The staff expectations have been expanded and strategically refined and some of the existing values have been reframed. Reference made to pupil voice.</p> <p>Reference to ethos of sustainable citizenship.</p>
School Rules	The removal of Team-Teach and the inclusion of PROACT-SCIPr-UK® reflect the school’s new proactive approach to de-escalation and promotive positive behaviour management.
Physical Learning Environment	Addition of the term “breakout space” to be used, for some classes in the place of “pod”.
Sensory regulation	Addition of equipment has been added to reflect the current practice in school including the use of weighted jackets, vests and blankets.
Consequences	When considering the exclusion of pupils from a future enjoyable activity, this must be decided by SLT, and if not available, the pathway lead.
Further Action	Links made to the DfE Guidance on Suspension and Permanent Exclusion 2023.
Restrictive Physical Intervention	Removal of Team-Teach and inclusion of the necessity to follow the PROACT-SCIPr-UK® procedures by trained staff. A sentence has also been extended to state that physical intervention must only be used in the best interest and safety of the child.
Reporting On BROMCOM	Additional detail added regarding analysis.

Appendix 1 - Stages of Crisis Curve



Appendix 2 – A Tiered Approach

Exclusion: On the very rare occasions a suspension or exclusion is required this will be completed by the Head Teacher and the parents informed

BROMCOM Behaviour Monitoring and Further Analysis: This will be completed by the Behaviour Lead in conjunction with the Senior Learning Mentor and shared with Extended Leadership and the class teacher. Behaviour Lead and Senior Learning Mentor liaise with external agencies to gain further advice and support for the pupil. At this point the parents could be invited into school for a discussion around the behaviours and a PBSP may be completed as required.

On Call Rota: Call person supporting if all other strategies below have been tried and the behaviour is continuing to escalate. Call the member of staff to you using walkie-talkie.

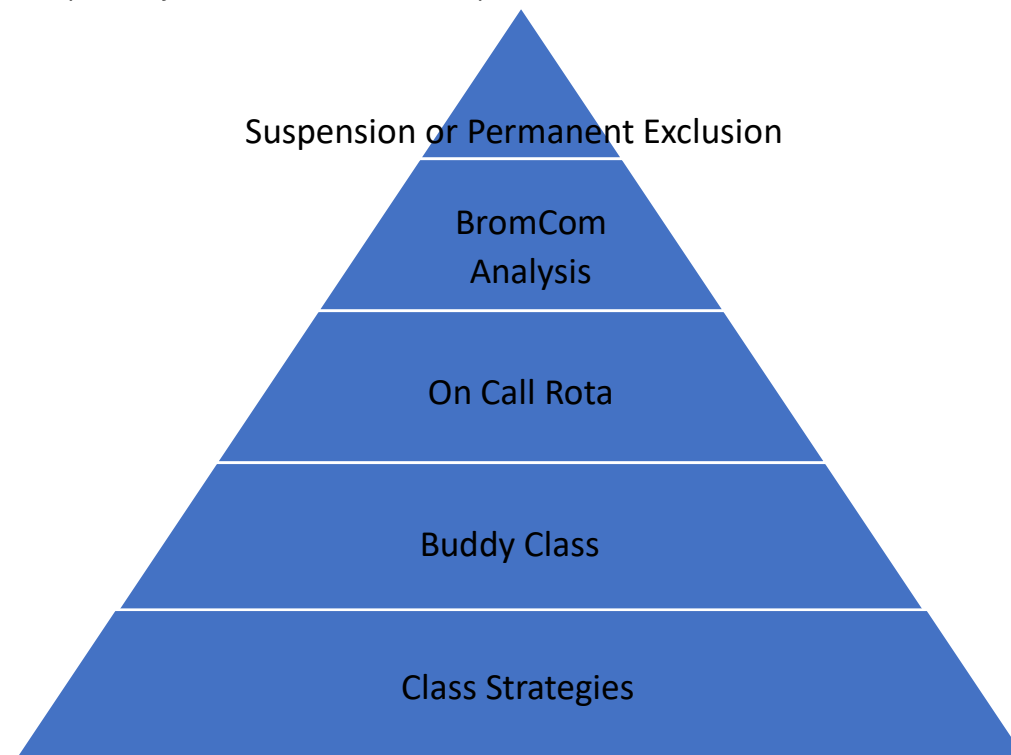
Buddy Class:

Staffing support – team member switch or change of face as opportunity to reset.
Environmental reset – pupil visits buddy class with clear expectations (restricted choice) and timeframe.

Class Strategies:

Positive praise, short instructions, ignoring of behaviour, proximal praise, change of face within class, movement breaks, sensory circuit, adapting groups/ staffing/ teaching activity or releasing member of staff to work 1:1, etc. Class teacher and team, supported by Behaviour Lead where appropriate, analyses ABCF chart to complete an Initial Response ensuring appropriate strategies are implemented in response to the behaviour.

Everyday positive behaviour management strategies to promote positive behaviour: SEND strategies in place e.g. Visual Timetable, Now and next, I am working with, I am working for..., class reward systems, Class Dojo, awards, stickers, application of strategies on individual pupil profiles.



Appendix 3 – ABCF Chart Template

Child's Name: _____

Class: _____

Date: _____

Date and time	A – antecedent What happened before the behaviour occurred? Who was there? Where did it happen? E.g. were they tired, ill, was it too noisy, overcrowded?	B – behaviour What is the specific behaviour that occurred?	C – consequences What was done or said after the behaviour occurred?	F - Function Analysis What was the function(s) of the behaviour? SEAT - Sensory, Escape, Attention, Tangible (see descriptions at bottom of page)

Sensory – Provides input into sensory perceptual pathways. Looks, sounds, taste, feels, smells good or otherwise produces pleasure for the individual.

Escape – Escape or avoidance of a demand. Demands maybe verbal, physical or related to proximity e.g. not completing a task because they perceive it is too difficult or being told they need to tidy up and they walk out because they do not want to. **Attention** – Challenging behaviour as a result of wanting to get another to attend to or spend time with them. Attention can be verbal, physical, social or related to proximity. Attention does not have to be positive it can also be negative. **Tangible** – Want or access to an item, service, food or activity.

Appendix 4 – Daily Behaviour Tick Record

Child's Name: _____

Class: _____

Date: _____

Behaviour	Registration	Session 1	Snack	Breaktime	Phonics	Session 2	Lunch	Playtime	Session 3	Story	Session 4	Home

Record focus behaviours in the first column to monitor frequency throughout the day with ticks e.g. scratching, pinching, spitting, swearing, etc. If behaviour lasts for an extended period of time, it may be appropriate to record the time the behaviour lasts rather than individual ticks e.g. uncooperative behaviour. NB: Alter headings to suit class timetable as necessary.

Appendix 5 – Initial Response Form

Child's Name: _____

Class: _____

Date: _____

This form should be completed by the class teacher as they work with the class team to analyse the ABCF charts and daily behaviour tick record, as appropriate, and implement relevant strategies as required. This should be added to the Behaviour file in the Children's Folder on OneDrive,

After analysing the ABCF form and/or daily behaviour tick record, note below the expected outcomes (the desired behaviour, prioritising the behaviour/s to be addressed as the focus for intervention (these should be selected based on what is a reasonable expectation for the pupil and no more than 3 behaviours at any one time). Add in the strategies you will be using to improve these behaviours.

Focus - What are the concerns?	Expected Outcome – What are the desired behaviours?	Intervention strategies – What strategies will support de-escalation? What is the role of staff?	Intervention Review – What is working? Are any adjustments required?	Date of review (at least one week of implementing strategies is needed before review)
1				
2				
3				

Appendix 6 – PBSP Staff can access the template to edit on the [OneDrive – Children’s Folder – Behaviour file - PBSPs](#)



Positive Behaviour Support Plan

Name Year Class	
Who (Pupil profile, likes and dislikes)	
Any key info such as diagnosis etc	Likes: - Dislikes: -
What (Description of Behaviours)	
Why (Hypothesis or suggest why the behaviour is happening)	
Parent Signature	
Class Teacher Signature	
Behaviour Lead Signature	
Senior Leadership Team Signature	
Behaviour Plan must be signed by SLT and Behaviour Lead before implemented.	



Positive Behaviour Support Plan

Proactive Strategies – Verbal and Non-Verbal	
Active Strategies – Verbal and Non-Verbal	
Reactive Strategies – Verbal and Non-Verbal	
Recovery Phase	