



Resicare Alliance

Behaviour Policy

Document Control

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| Job Title of Lead Person: | Chris Brown (Head of Education) |

Behaviour Policy – The Yews

1. Purpose

This policy outlines The Yews School's approach to behaviour for learners with Severe Learning Difficulties (SLD) across Key Stages 3–5. Behaviour is understood as a form of communication. Our aim is to create a safe, supportive environment where learners can express themselves, develop emotional regulation, and participate fully in learning.

This policy reflects requirements under the **Independent School Standards 2014** (Parts 1, 2, 3, 6 & 8) and the DfE **Behaviour in Schools guidance**, which applies to independent schools.

2. Principles

- Behaviour is **communicative** and reflects unmet needs, sensory differences, or emotional distress.
- Responses are **proactive, preventative, restorative** and **never punitive**.
- All strategies respect **dignity, rights**, and **safeguarding principles**.
- Behaviour support is embedded within the **Equals Semi-Formal Pathway** and linked to **EHCP outcomes**.
- Staff uphold **consistent, rights-respecting practice** across the school (ISS Part 2 & 3). [[assets.pub...ice.gov.uk](#)]

3. Aims

- Promote positive behaviour through predictable routines and clear, individualised expectations.
- Reduce anxiety and behaviours that challenge by:
 - Creating structured, calm environments
 - Providing personalised communication systems (AAC, Makaton, visuals)
 - Building skills in self-regulation, coping, emotional expression
- Ensure pupils can access learning in line with ISS Part 1 (Quality of Education).

4. Core Strategies

4.1 Positive Behaviour Support (PBS)

- Individual PBS plans for identified learners.
- Functional Behaviour Assessments (FBAs) identify triggers and functions.
- Proactive environmental adjustments.
- Teaching replacement behaviours and reinforcing success.

4.2 Communication First

- Universal access to AAC, Makaton, communication boards, visual supports.
- Staff use consistent language and modelling.

4.3 Sensory Regulation

- Sensory breaks, calming spaces, individual sensory diets.
- Environments designed to reduce overload and promote co-regulation.

4.4 Consistency

- Shared routines, language, expectations and reinforcement systems across staff teams.

5. Behaviour Expectations

- Expectations are **individualised** and linked to EHCP outcomes.
- Visual supports (Now/Next, social stories, task schedules) clarify expectations.
- Positive reinforcement includes praise, tokens, sensory feedback, or motivating activities.

6. Responses to Behaviour

6.1 Low-Level Behaviour

- Redirect, offer choices, provide sensory/calming strategies.

6.2 Escalation

- Reduce demands, remove triggers, provide access to safe space, follow de-escalation scripts.

6.3 Post-Incident

- Reflective analysis by staff.
- Restorative/relational repair with learner (adapted for cognitive level).
- PBS plans updated with new information.

This meets ISS Part 3 requirements that schools **implement behaviour and welfare practices consistently**, not merely document them.

7. Physical Intervention

Physical intervention is used **only as a last resort** when:

- There is an immediate risk of harm to the learner or others.
- All de-escalation strategies have been exhausted.

PRICE Training:

- All staff receive accredited PRICE training.
- Interventions are proportionate, necessary, time-limited, and recorded.

Post-Incident Review:

- Staff and learner debrief (where appropriate).
- PBS plan and risk assessment reviewed.

8. Recording & Monitoring

- All incidents logged using **Evidence for Learning**.
- Progress monitored through:
 - Semi-Formal Curriculum learning intentions
 - EHCP outcomes
 - MAPP dimensions (Prompting, Fluency, Maintenance, Generalisation)
- Regular review by SLT, PBS leads, therapy teams.

This supports ISS Part 8 expectations for effective leadership and monitoring.

9. Staff Training

Mandatory training includes:

- Positive Behaviour Support
- AAC & communication strategies
- Sensory processing and regulation
- PRICE physical intervention
- Safeguarding and dignity in care

This supports ISS Part 4 on staff suitability and competency.

10. Links to Curriculum

Behaviour teaching is embedded within:

- **My Communication** (interaction, expressive needs)
- **My Independence** (self-regulation, choice-making)
- **PSHE** (emotional recognition, wellbeing, relationships)

11. Partnership with Families

- Regular communication with families regarding behaviour strategies, progress, and PBS plans.
- Families are encouraged to share insights and collaborate in planning.

12. Anti-Bullying Statement (New – ISS Requirement)

In line with the **Independent School Standards Part 3**, The Yews has a **zero-tolerance approach to bullying**.

We recognise that learners with SLD may communicate distress differently, and staff remain vigilant for:

- Relational conflict or coercion
- Repeated negative interactions
- Anxiety signals or withdrawal

Any concerns are investigated immediately and actions recorded in line with the Anti-Bullying Policy.

13. Availability of Policy (New - ISS Part 6)

This policy is shared with:

- Parents/carers (via website and paper copies on request)
- Staff (via internal system)
- Inspectors (on request)

14. Link to Complaints Procedure (New - ISS Part 7)

Behaviour-related concerns, including disagreements about sanctions or interventions, may be raised through the school's **Complaints Policy**, available via the school website or from the school office.