

Hayfield School

Supporting Behaviour Policy

September 2025



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1. Introduction

It is the primary aim of our school to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school are learning to live and love life together. It aims to promote an environment where everyone feels happy, safe and secure and so are working with the common purpose of helping everyone to learn.

Hayfield school caters for pupils with a diverse range of needs. There is a growing number of children with complex needs including non-verbal pupils who are functioning around the early years stages despite their chronological age. Due to this diverse range of needs a '*one-size fits all*' approach is unsuitable for the school, and each pupil's needs are looked at individually. In addition, due to the growing population of pupils with ASC and Attachment, provision and strategies to support sensory processing is a priority for the school.

This policy aims to set out the expectations of managing pupils in a setting with a diverse range of needs and behaviours; and the approaches and procedures staff use in order to effectively manage this behaviour.

2. Aims and Objectives of the Policy

The diverse needs of Hayfield's school population mean some approaches and strategies referred to in this policy may not be appropriate for an individual child (for example use of class dojo to reinforce positive behaviours). The need to deviate from common approaches will be decided by the class teacher and discussed with the class team. If needed support may be gained by the Supportive Behaviour Lead.

Staff should ensure they follow the guidelines of the policy and seek support from the SLT and Supportive Behaviour Lead in managing behaviour and dysregulation.

The aims of this policy are to:

- support children to learn self- regulation strategies and recognise the signs of their own dysregulation;
- encourage children to have high expectations of their own behaviour;
- promote increasing independence and self-regulation skills so that every child can independently self-regulate in an appropriate manner;
- foster positive, caring attitudes towards everyone in an environment where achievements at all levels are acknowledged and valued;
- emphasise that everyone has rights and responsibilities

The objectives of this policy are to ensure that:

- There is a consistent approach to behaviour throughout the school; through the use of the Alert programme and Zones of Regulation, de-escalation strategies including sensory support and listening and learning activities.
- All staff are aware that pupil's behaviour is seen as a communication and dysregulation and that all staff must support pupils to regulate appropriately.
- Boundaries of acceptable behaviour are clear and ensure safety for all;
- Incidents of inappropriate behaviour are managed effectively throughout the whole school;
- Incidents of behaviour are recorded, monitored and reported to the School Leadership Team and Governors appropriately

3. Sensory Processing

It is important that all pupil's needs are catered for and understood by the adults supporting them. Due to the growing population of ASC pupils and pupils with Attachment Trauma sensory processing is becoming a priority within the school. The majority of challenging and unwanted behaviour is due to over or under stimulation in sensory processing which leads to seeking or avoiding sensory behaviours. It is important that all pupils are in an environment that helps support their sensory needs; so that this in turn support behaviour.

Staff use the sensory checklist with pupils in their class to evaluate at what stage their pupils are at and the level of support required.

Each classroom must have access to:

- Therabands
- Theraputty
- Emotional regulation chart - either Zones or Alert
- Yoga balls
- Weighted backpacks
- Bean Bags

Each member of staff must wear:

- Emotional regulation keyring with sensory supports

If further advice for sensory support is needed class staff should seek advice from the Supportive Behaviour Lead. If necessary, the school may seek specialist support or advice to support a child's sensory needs (for example Shine Therapy Services). In these instances, the class teacher must complete a referral form and speak to the parents.

3.1 Individual Sensory Profiles.

Some pupils have Individual Sensory Profiles. The aim of the Sensory Profile is to ensure pupils with significant sensory needs, that impact on their day, have access to activities to support them. This will ensure that they are able to stay

well regulated and are able to engage.

These are written by an Occupational Therapist from Shine Therapy. It is the responsibility of the teacher and class team to ensure that the content and advice specified in the profile is actioned.

Once the profile is written the classroom teacher meets with the Supportive Behaviour Lead or the Occupational Therapist to discuss the plan and ensure the class team understands its purpose.

3.2 Proprioceptive input

Proprioceptive input is deep pressure input, the aim of this is to calm and 'dull down' the effects of any other input that may have been given. There are many ways of giving this and staff will meet for regular training and 'refreshers'. Some of the ways that proprioceptive input may be given:

- Weighted backpack – no more than 10% of child's bodyweight
- Massage and Peer massage – using aqueous cream
- Weighted blanket – always to be used with an adult
- Rolling a yoga ball over the back of a pupil – avoiding the back of the knees
- Some aerobic exercises
- Thera band
- Weighted or deep pressure vests worn intermittently throughout the day
- 'Dance sack' worn intermittently throughout the day
- Sit on a beanbag
- Lie under a beanbag

When using proprioceptive input an adult must be observing the child.

4. Behaviour as a Communication

It is the aim of Hayfield to ensure each pupil feels valued, respected and secure in the environment. Behaviour should always be seen as a communication of need and staff must ensure that they focus on the function of the behaviour.

This may include but is by no means exhaustive a:

- Sensory need
- Communication (for non-verbal/little functional language ASC pupils)
- Expression of dysregulation/emotion
- 'miscommunication'
- Transition
- Attention seeking

Proactive, positive behaviour management strategies, sensory supports and communication aids such as visuals are all explored and used to ensure pupils are supported in maintaining positive regulation. All staff at Hayfield have ASC, Sensory, Team Teach training and Blurred Lines and Attachment and Trauma

Demystified. If further support is needed advice and guidance is offered from the Supportive Behaviour Lead.

5. Thrive

Hayfield school uses the Thrive Approach. Thrive is a therapeutic approach to help support children with Attachment and emotional and social development. The Thrive approach offers practical strategies and techniques and is built around online assessments which identify children's emotional development and provides action plans for their individual needs.

In Hayfield there are three Thrive Practitioner's. Currently they work with selected children whom staff deem have significant emotional needs; often rooted in negative attachments.

Pupils are referred via the class teacher. The Thrive team sends home a consent form and then completes the online assessment with input from the Teacher. Children on the Thrive programme work weekly. in sessions with the Thrive Practitioner. (See Thrive policy for further information)

6. Our School Rules

It is important that all adults working in our school accept responsibility for managing behaviour throughout the school and act appropriately when dysregulated behaviour is noticed. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The Right Respecting School programme is central to the development of positive behaviour in the school. Our school's Rules say:

We all have a right to:

- Be respected.
- Speak and be listened to.
- Learn
- Have fun and feel safe in school.
- Have the correct equipment for our lessons

We all have a responsibility to;

- Respect each other;
- Let others speak and be listened to;
- Let others learn;
- Look after each other and keep everyone safe;
- Look after our whole school environment

7. What Are Our Responsibilities to Each Other?

7.1 Children

All children in Hayfield School are encouraged to:

- Work to the best of their ability, and allow others to do the same.
- Treat everyone, adults and children alike, with respect
- Take care of property and the environment in and out of school.

Some children will need a significant amount of support to be able to carry out these and their developmental level and needs must always be taken into consideration when taking into consideration the behaviour they exhibit.

7.2 Adult Responsibilities:

All adults working at Hayfield School have a responsibility to:

- Understand what is triggering dysregulation in a child and support them to regulate appropriately.
- To teach a better way. Ensure staff have understood the function of the behaviour and teach the most appropriate way of getting their needs met.
- Refer to the Alert Programme or Zones of Regulation when supporting pupils to self-regulate
- Understand the learning needs of children in their class, and other children around the school;
- Treat all children fairly and with respect;
- Make clear their expectations of behaviour;
- Raise children's self-esteem and develop their full potential;
- Form good relationships with parents so that all children can see that the key adults in their lives share a common aim;
- Provide a challenging, interesting and relevant curriculum;
- Create a safe, pleasant, stimulating environment—both physically and emotionally;
- Be a good role model to others;
- Develop a class charter with children so that they know how they are expected to behave in the classroom and around the school
- Deal with incidents promptly and inform parents when necessary;
- Recognise that each child is an individual and to be aware of their individual needs.
- Ensure that the behaviour of any child is **not** discussed in the presence of the other children.
- Ensure that when staff are supporting in any incidents they do not discuss the behaviour in front of the child and leave the incident immediately.

7.3 Parent Responsibilities:

All parents have a responsibility to:

- Follow the Home/School agreement as appropriate;
- Make children aware of appropriate behaviour in all situations;
- Encourage independence and self-discipline in their children;
- Show an interest in all that their child does in school;
- Foster good relationships with the school;
- Be aware of the school rules and expectations, and to support the school in the implementation of this policy;
- Alert the school as soon as there are any concerns regarding their child.

8. How Do We Encourage Positive Behaviour Throughout Our School?

- We make clear our expectations of behaviour and discourage unwanted behaviour by modelling and supporting all pupil's in choosing appropriate regulation strategies and demonstrating and reinforcing wanted behaviour.
- We have a clear understanding of the triggers of pupil's behaviour and support them to manage their emotions when triggers occur.
- We use Class Dojo to communicate with parents regarding our children's behaviour.
- We encourage children to take responsibility for their own actions through the use of natural consequences and through listening and learning activities.
- We praise and reinforce appropriate behaviour and good effort.
- We encourage children to make the right choices and consider the consequences of their actions.
- We do not discuss the actions of any child in the presence of other children
- Through the use of phone calls, email, texting and home/school books we keep an open dialogue with parents regarding behaviour and progress
- We have regular lessons in PHSE and Social Communication Skills
- We teach the Alert programme and Zones of Regulation in Social Communication lessons, reinforce daily and whenever necessary for example: when a trigger occurs.

9. How Do We Reinforce Behaviour and Attitudes?

- We give our children instant verbal, written or visual praise about their work and behaviour.
- Thinking about the trigger for behaviour for example wanting to play with a friend and initiating this through hitting: Staff should teach the child a 'better way' to initiate play so the behaviour is reinforced through getting to play with their friends.
- We share wanted behaviour and praise with our children's parents
- We give positive acknowledgement for achievement, effort, attitude and all other positive aspects of behaviour.

- We display children's work in the classroom and around the school to acknowledge their achievements.
- We have behaviour targets and agreed individualised systems to reinforce positive behaviour.
- Class dojo **may be** used to give points as a reinforcement for desirable behaviour **however negative points will not be given out.**

10. What We Do If Our Pupils show dysregulation and unwanted behaviour.

- We use the Alert programme or Zones of Regulation across the school to reinforce appropriate coping strategies, every class has an emotional regulation chart and supporting sensory equipment. Each member of staff has a visual key ring to support pupils. This may be a whole class approach or individualised. charts depending on the pupils needs.
- We raise the issue with them using clear, consistent language that they can understand with the support of visuals if needed.
- Depending on pupil's needs we use sensory supports to enable pupils to self-regulate appropriately.
- Where appropriate, we discuss incidents with all the children involved through the use of 'debriefing' visuals. This will happen after every incident. If children struggle to communicate we take part in a relationship building activity to restore the relationship.
- We encourage our children to take responsibility for their own behaviour through use of natural consequences and debrief sessions.
- If necessary, we raise the issue with the parents of the children involved.
- We use our Behaviour Management Framework to support us in identifying the appropriate course of action to take (Appendix One).
- When behaviour begins to escalate in severity or frequency we consider the need for an Individual **Behaviour Support Plan** (See Appendix Two)

All of our children have different needs and different levels of understanding. It is therefore inappropriate to have a 'one fits all' behaviour approach. Each child should be looked upon individually and behaviour or sensory strategies applied based on their level of understanding and need. Staff should always take into consideration the triggers and arousal state of each child and use the Alert programme or Zones to teach the child their emotional state and a coping strategy that is appropriate for them. All class staff should be aware of each pupil's trigger points, escalating behaviours and de-escalation strategies.

11. When Our Pupils Require an Individual Behaviour Support Plan (IBP)

- When the dysregulation of the child is having an impact on their daily life and relationships.

- When the dysregulation of the child is having an impact on their mental health and wellbeing
- When the dysregulation of the child is having an impact on their access to learning and the learning of the others around them.
- When there has been a need for physical intervention
- When their behaviour is deemed as unsafe to themselves or those around them.
- When we feel that a child may benefit from an Individual Behaviour Plan (Appendix Two) we begin to gather evidence which identifies what behaviours need to be addressed.
- When there are communication difficulties for the child eg: non verbal and therefore behaviour is used as a main source of communication.
- To support us in this process we can use the behaviour investigation tools contained in the Behaviour Support Plan. This pack provides a framework for staff to begin reflecting on the behaviours they are observing and record factors such as:
 - ☐ Particular behaviours that need to be addressed
 - ☐ When they occur
 - ☐ Where they occur
 - ☐ Who is targeted as a result of the behaviour
 - ☐ If appropriate it also enables staff to record the frequency of behaviours

A copy of the behaviour plan must be sent home, one given to the behaviour lead, a copy in the child's pupil folder on the staff shared drive and a copy in the google drive/behaviour/IBPs.

If a child's behaviour is escalating, and an IBP is necessary and out of the classroom support is needed the behaviour lead must be informed and if necessary a meeting will take place to discuss possible interventions to support.

12. What We Do When Our Pupils 'Run Away' From Staff

Experience within our school tells us that when we run after our children, they run further away from us. Also when children are in a high state of anxiety, distress or dysregulating, they seldom return to staff when called or asked. In these instances, the following procedures are followed;

- Staff **DO NOT** run after children unless it is clear that not doing so would place the child in danger or potentially cause them harm.
- Staff follow and observe at a safe distance which allows them to monitor the child and react quickly should a dangerous situation arise (for example climb under or over a fence).

13. What We Do When Our Pupils' Behaviour Is Unsafe or Dangerous

The complex nature of the pupils at Hayfield is such that at times they are unable to regulate their behaviour and may present a danger to themselves,

other pupils or adults.

At all times it is important to keep all adults and children who are present safe. The vast majority of situations that arise at Hayfield can be dealt with in accordance with this policy. However, there may be occasions when physical intervention is needed to keep individuals safe. In these situations, staff should act in accordance with the school's Positive Handling Policy.

14. When it is Appropriate to Restrict Movement Around the School

At Hayfield we want to give our pupils the freedom to move around the school and experience an education that (as much as possible) is the same for pupils attending mainstream settings.

By offering this freedom, we know that our children grow in:

- confidence
- self reliance
- independence
- maturity

There are times when, in order to keep both children and adults safe, we need to restrict children's movement on the school site and this is achieved in a number of ways:

a) Security Passes and 'fobs'

All adults on the school site are provided with a security pass. This incorporates a fob that enables them to access all areas of the school by touching sensory points. Each classroom also has its own pass for the children to move freely around the school and carry out tasks such as milk monitors and fruit monitors. The fobs provided to the children enable freedom of movement around the site, with the exception of access to the school office and external doors.

b) Thumb Turns and locks on Classroom Doors

There are times when children throughout the school have dysregulated to such an extent that they are not safe to be on their own or have access to the wider areas of the school beyond their classroom. When these situations occur, staff working with the children make a dynamic risk assessment as to whether a child is likely to be a danger to themselves or others. In order to restrict access to the wider school, members of staff may choose to use the thumb turns situated at the top corner of the door. These thumb turns will help to prevent a child leaving the room and remain under the supervision of the adults who can

support and take care of them. Children who need this level of support on a regular basis would be expected to have a IBP which incorporates strategies for how together we will move away from this type of behaviour.

Appendix One

Hayfield School – Behaviour Support Framework

Stage 0 - Well Regulated

Children are:

- Focused on their learning
- Making progress
- Enjoying and having fun in lessons
- Accessing different learning experiences
- Following classroom structure and routines
- Having their sensory and social communication/ASC needs met
- Following a differentiated curriculum that meets their individual learning needs

The Class Team:

- Have an emotional regulation chart available with regulation key rings.
- Have sensory supports available which are modelled effectively.
- Have put in place class expectations and reinforcement structures
- Created a friendly atmosphere within the classroom and around school
- Have put in place visual structures and strategies that support children's social communication/ASC needs
- Are giving praise for good effort and work
- Employing positive non-verbal behaviour constantly throughout the school day (nods and smiles etc)
- Are overtly mutually supportive of each other and provide good role models for the children
- Have created positive relationships with the children's parents
- Are using humour, where possible, with all pupils and colleagues
- Are flexible in their day to day approach to children
- Have a good understanding of the needs of the pupils in their class and around the school

Stage 1 –Anxiety/Trigger Stage

Children are:

- Beginning to display elements of dysregulation behaviour

This may include:

- Being unresponsive to requests and instructions in class and around school
- Disrupting other pupils (shouting, making inappropriate noises, rocking on chairs, interrupting others, talking when asked to be quiet)
- Becoming verbally abusive to others around the school (adults and children)

- Displaying a negative attitude (answering back, muttering, ignoring adults, walking away, being rude)
- Shouting and running in the corridors

The Class Team should:

- Investigate the reason for the change in behaviour, taking into account:
 - ✓ Children's learning needs?
 - ✓ Social and Communication Difficulties / ASC
 - ✓ Sensory Needs (including completing the Sensory checklist)
 - ✓ Changes to home circumstances
 - ✓ Dynamics of friendship groups
 - ✓ Medical & Toileting needs
 - ✓ Adult Behaviour and language
 - ✓ Transitions
 - ✓ Classroom set up and structure
 - ✓ Travel arrangements to and from school

This is not an exhaustive list, however highlights some of the circumstances in which a child may have acted out of character or be displaying unacceptable behaviour.

The Class team are responsible for managing pupils in accordance with the Class expectations, taking into account the whole school expectation that each child should have access to emotional regulation chart and strategies

Stage 2 – Frequent escalation of behaviour

Children are:

- displaying Step 1 behaviours on a more regular basis;
- Have displayed behaviour that is considered to be unsafe or are in danger of harming themselves or others

This may include:

- Fighting
- Spitting
- Running away
- Stealing
- Persistent swearing
- Inappropriate touching
- Hitting out at staff or others
- Non-accidental damage of school property
- Non-accidental damage of other children's belongings

The Class Team should:

- Make SLT and the Supportive Behaviour Lead aware of any concerns (My Concern)

- Complete the M23 form (If necessary)
- Seek advice from the Supportive Behaviour Lead regarding the use of sensory checklist to see if a more comprehensive sensory report and diet needs to be considered
- Seek advice to develop further de-escalation strategies
- Investigate and analyse the behaviour as per Stage 1, giving consideration to:
 - ✓ Is a Behaviour Support Plan now necessary (See Appendix Two)?
 - ✓ Would completion of the Support Behaviour Policy Assessment Materials now be helpful in order to identify and plan for for behaviour needs?
 - ✓ Should the child be considered for additional support i.e 'Volcano in my Tummy', 'Seasons for Growth', 'THRIVE', 'Pressure Point' , One to One support work
 - ✓ Is there a need for a referral to 'Multi-Discipline' Meeting?

The Class team are responsible for managing pupils in accordance with the Class expectations, taking into account the whole school expectation that each child should have access to emotional regulation chart and strategies

Stage 3 – Crisis management

Children are:
Escalating the frequency and behaviours from Step 2
or
Displaying high level disruptive behaviour

This can include:

- Any physical behaviour towards staff or other pupils
- Making racial, religious or sexual comments
- Throwing furniture (including pushing over tables and chairs)
- Major non-accidental property damage (broken windows / holes in walls / damage to the playground / damage to toilets)
- Other very serious isolated events

The Class Team should:

- Make SLT aware of all incidents as soon as possible
- Investigate and analyse the behaviour as per Stages 1 & 2.
- Implement or Review the child's Behaviour Support Plan
- In discussion with SLT / Supportive Behaviour Lead to consider the need for Multi-Agency Support (Gateway Referral/ ASC Team)

SLT should:

- Meet with the class teacher or team to discuss plans in place
- Discuss the specific problems and support these areas.

SLT/ Behaviour or Sensory support should be consulted in how to manage the behaviour
The Class team is responsible for managing pupils in accordance with the Class expectations, taking into account the whole school expectation that each child should have

access to emotional regulation chart and strategies.

Appendix Two

Individual Behaviour Support Plan (IBP)

Pupil Name:

Class:

Date:

Positive Behaviour Targets	Date Set	Date Achieved
1.		
2.		
3.		

Any medical conditions to be taken into account before using any de-escalation strategies and / or Physical Interventions?

Level 0 Well Regulated

Behaviour Displayed:

•

Support Needed:

•

Level 1 Anxiety / Trigger

Behaviour Displayed:

•

We think it means:

•

Staff Should:

•

Level 2 Defensive / Escalation	
Behaviour Displayed:	We think it means:
•	•
Staff Should:	
•	

Level 3 Crisis	
Behaviour Displayed:	We think it means:
•	•
Staff Should:	
•	

In the event of the need to use a Physical Intervention:		
Team Teach Intervention	Try	Avoid
Double Elbow		
Single Elbow		

Level 4 Recovery Behaviours	
Pupil Displays:	We think it means:
•	•
Staff Should:	
•	

Level 5 Depression Behaviours	
Pupil Displays:	We think it means:
•	•
Staff Should:	
•	

Level 6 De-briefing & Rebuilding Relationships
Method of De-briefing / Rebuilding Relationships:
•
Factors to Consider (e.g. Communication methods / location etc):
•

Staff Member::

Signature:

Date:

Parent Name:

Signature:

Date: