



Villa Real School
together we achieve

Behaviour Policy 2026

Responsibility: Natalie Fitzpatrick

Date: February 2026

Signed & Adopted by the Governing Body:

Date: 30.01.2026

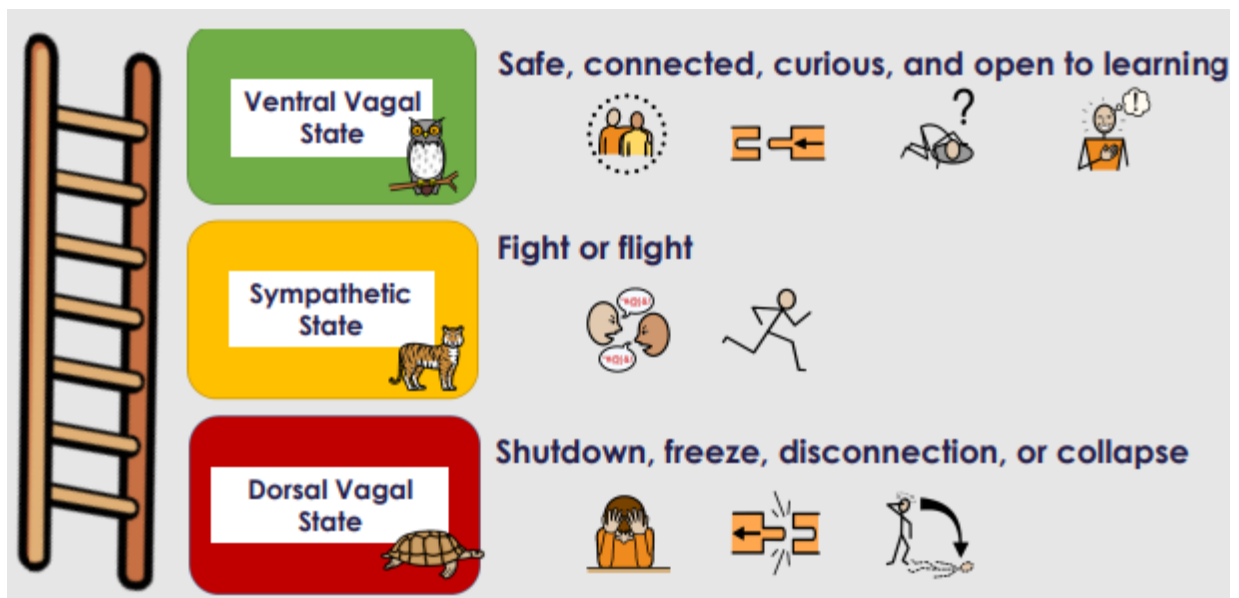
Date to be reviewed: February 2028

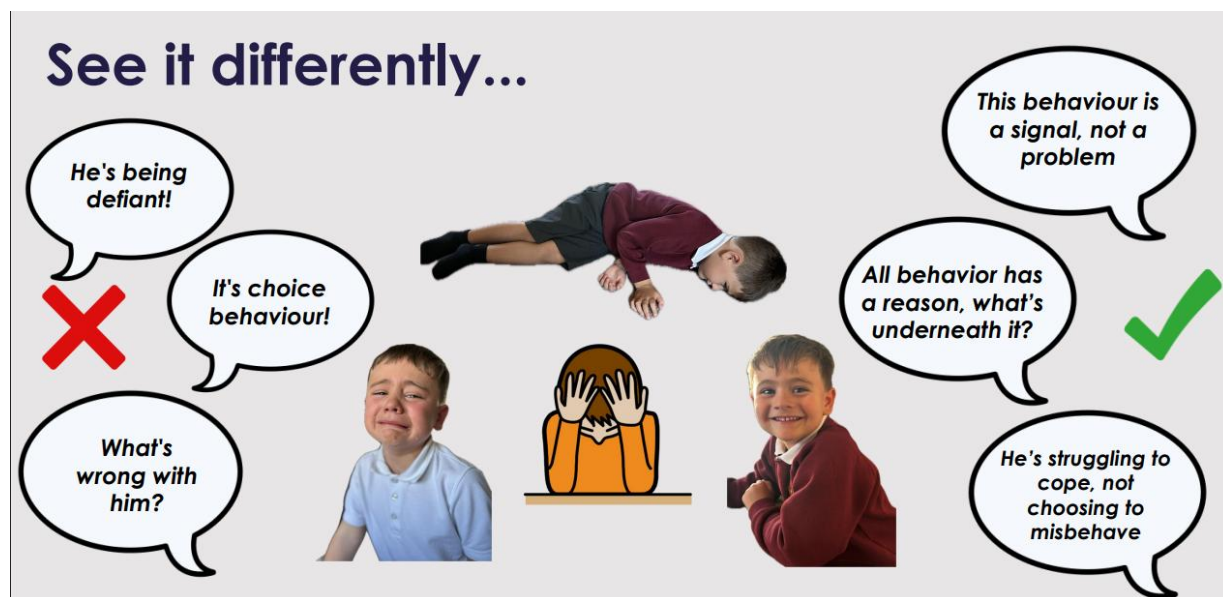
INTRODUCTION

It is a primary aim of Villa Real School that every member of the school community feels that they belong, are valued and respected. Belonging starts with regulation; staff will provide an environment where they regulate, relate and then respond.

At Villa Real we seek to develop positive behaviour through proactive, preventative strategies rather than punitive measures that are supported through regulation approaches, communication strategies, emotional well-being support and a personalised supportive curriculum.

Staff have an awareness of the Polyvagal theory by Dr Stephen Porges; Depending on how a pupil interprets their environment, the level of threat or safety, they will automatically respond appropriately and be put into a different 'state' of readiness – this is not through choice, but an automatic response.





Courtesy of Woodbridge Trust / SEND Service

This policy aims to:

- Provide a **consistent, child-centred approach** to positive behaviour and regulation for learning
- **Define** what we consider to be positive behaviour for learning and life
- **Reframe** understanding and perceptions of 'behaviour'
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and support mechanisms**

AIMS

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools 2024
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils/students with medical conditions at school
- Keeping Children Safe in Education 2025

It is also based on the special educational needs and disability (SEND) code of practice.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

ROLES AND RESPONSIBILITIES

The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles.

The Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Villa Real Governing Body, giving due consideration to the school's statement of behaviour principles. The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Villa Real School Behaviour Team

Are responsible for:

- Implementing and reviewing the behaviour policy consistently
- Delivering training
- Supporting staff in providing a personalised approach to the specific behavioural needs of particular pupils/students including risk assessments
- Monitor Behaviour Action Plans, Positive Handling Plans (PHP) and Incidents of Restrictive Physical Intervention (RPI)
- Promote positive behaviour
- Work alongside attendance lead and Key Stage Leads to monitor attendance in order to identify behavioural patterns linked to attendance, and follow up with children's services where safeguarding concerns linked to attendance are identified (KCSIE 2025).

Staff

Staff are responsible for:

- Attending and following Safeguarding and child protection training.
- Understand behaviour as unskilled communication.
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils/students
- Use trauma-informed and autism-friendly approaches.
- Emphasise **de-escalation techniques**

- Use of **reasonable force** only as a last resort to prevent harm, never as punishment
- Recording behaviour incidents on CPOMS:
 - ~ RPI forms completed and uploaded onto CPOMS within 24 hours of incident occurring
 - ~ Behavioural incidents recorded daily
 - ~ Daily checklists to be analysed and the analysis uploaded to CPOMS.
- Providing and following arousal curves for identified pupils
- Producing PHP plans for identified pupils.
- Producing risk assessments for individual pupils with assistance from Health and Safety as required, and review every 6 weeks
- Ensuring PHPs and risk assessments are updated and reviewed regularly alongside parents and multi-disciplinary team where appropriate, every 6 weeks.
- Ensure all behaviour documents are updated and communicated to behaviour team and any additional stakeholders in a timely way, no more than 6 weeks.
- Follow consistent protocols when behaviours are not caused by regulation challenges;
 - A verbal and/or visual reprimand
 - Expecting work to be completed at another appropriate time
 - Referring the pupil/student to a senior member of staff
 - Letters or phone calls home to parents
 - Removal from classroom with a member of staff

The senior management and behaviour support team will support staff in responding to behaviour incidents.

Parents/carers

Parents/carers are expected to:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school staff promptly
- Respect the School's Behaviour Policy and disciplinary authority of school staff
- Ensure their child follows reasonable instructions
- Attend meeting with the Head teacher or other school staff when requested
- Sign Risk Assessments, PHPs and return to school within 1 week of receipt

Pupils/Students

Pupils/students are encouraged to:

- Follow instructions from staff
- Be polite and kind at all times
- Use equipment correctly
- Show respect to members of staff and each other
- Treat the school buildings and school property with respect
- Act as a positive ambassador when off school premises

RACISM

Villa Real School has a Zero tolerance approach to racism, and it will never be dismissed as 'banter' or part of 'growing up' we are an anti-racist school and are committed to ensuring that all pupils/students, staff and visitors are treated equally no matter their race. Racism negatively effects mental health and wellbeing, academic attainment, confidence and trust. In an anti-racist environment, we are able to increase self-esteem, increase the resilience of our school community, and understand the diversity of our wider community / country.

Anti-racism is important to Villa Real School to ensure there is a better education for all, a better place to work, where all are fulfilling statutory responsibilities set out in the Equality Act 2010. Knowledge of race and racism is known as 'racial literacy'. As educators we are developing knowledge, skills, awareness and confidence to talk about race and racism in our school. We integrate cross-culture and cross race texts and learning across the curriculum and extend awareness through 'cultural exchanges' during international days, celebrations, and cultural visits at Villa Real School.

Terms & Definitions to support a shared understanding of racism;

Direct racism: treating someone less favourably than others on racial grounds.

Indirect racism: where a condition or requirement is applied equally to everyone, but that people of a particular racial group are less likely to be able to meet than other people, putting them at a disadvantage.

Harassment: treating someone in a way that violates their dignity, or creates a hostile, degrading, humiliating or offensive environment.

Victimisation: treating someone less favourably for having made or supported a complaint of racial discrimination.

Institutional racism: the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. This includes processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage racially minoritised people.

Racism of any kind will not be tolerated at Villa Real School.

RECORDING OF BEHAVIOUR INCIDENTS

When a member of staff has judged that a pupil has exhibited behaviour that needs to be recorded (but is not part of a major incident), or in order to record low level disruption over an extended period of time, the staff member will complete a behaviour incident form on CPOMS, alerting the behaviour team and SMT. The behaviour team and SMT will monitor the incidents and further action will be taken where appropriate.

Incidents that involve risk outside the home or witnessing and coping with domestic violence, must be recorded on CPOMS as 'behaviour' and 'risk outside the home'. If this relates to Operation Encompass, this must also be highlighted. Staff must ensure that the context of the behaviour is detailed. Where behaviour reflects stalking, sexual violence, sexual harassment or upskirting, this must be tagged as 'safeguarding' also.

Where behaviour can be termed self-harm, this should be logged appropriately.

If behaviour relates to safeguarding issues, the relevant social worker and parents/ carers should be contacted as appropriate. For those pupils/ students without social workers, First Contact will be informed.

Staff must take care that factual records are kept and emotive and opinionated language not used. Staff must record what they see not what they feel.

POSITIVE BEHAVIOUR MANAGEMENT

Promoting positive behaviour and the day-to-day management of pupils/students is the responsibility of **all** staff in the school.

- Reinforce **social and emotional skills** through curriculum (e.g., PSHCE / RSHE).
- Encourage **respect, kindness, and inclusion**.
- Use **visual supports and sensory strategies** for pupils with communication difficulties.

Pupils/students should be encouraged to develop an understanding of right and wrong and what behaviour is acceptable and what is not, in a positive way. Staff will proactively emphasise what pupils/students are doing well rather than focussing on negatives.

Praise will be used to reinforce positive work, attitudes and behaviour. At Villa Real School we use a range of rewards to encourage positive behaviour.

List of rewards

Positive behaviour will be rewarded with:

- Praise
- Motivating items
- Messages home (through Class Dojo)
- Class Dojo points
- Termly and annual rewards for House points – option of visit / visitors / activity or event in school to suit needs
- Positive phone call home
- Headteacher's Award
- Stickers
- Certificates
- Choice activities
- Special activities

Positive language is used giving clear directions and instructions of expected outcomes. Positive behaviour support approaches should be embedded throughout the day. Bespoke rewards are used throughout everyday as part of the curriculum. Personalised rewards play a key role in our Behaviour Management Policy.

Sensory diets and sensory activities are often used to aid regulation and to help reduce anxiety. They also help pupils to concentrate and focus alongside facilitating self-regulation. These are supported by Future Steps OT Service and have hugely promoted positive choices.

PUPIL MENTAL HEALTH

Active Listeners work within school alongside pupils to promote resilience and mental health. 1:1 Sessions are utilised for those pupils who are identified as requiring additional support.

Staff are aware of PACE (Playfulness, acceptance, curiosity and empathy) as a tool to supporting pupils / students to feel safe and connected to the adults in their school environment. PACE is a way to thinking, feeling, communicating and behaving which focuses on the whole child, not simply the behaviours they are displaying.

Words and Pictures Therapy tools can also be used to support pupils / students when they are demonstrating behaviours as a result of a trauma or life events that are difficult to talk about.

Please see Mental Health and Wellbeing Policy.

BUILDING POSITIVE RELATIONSHIPS

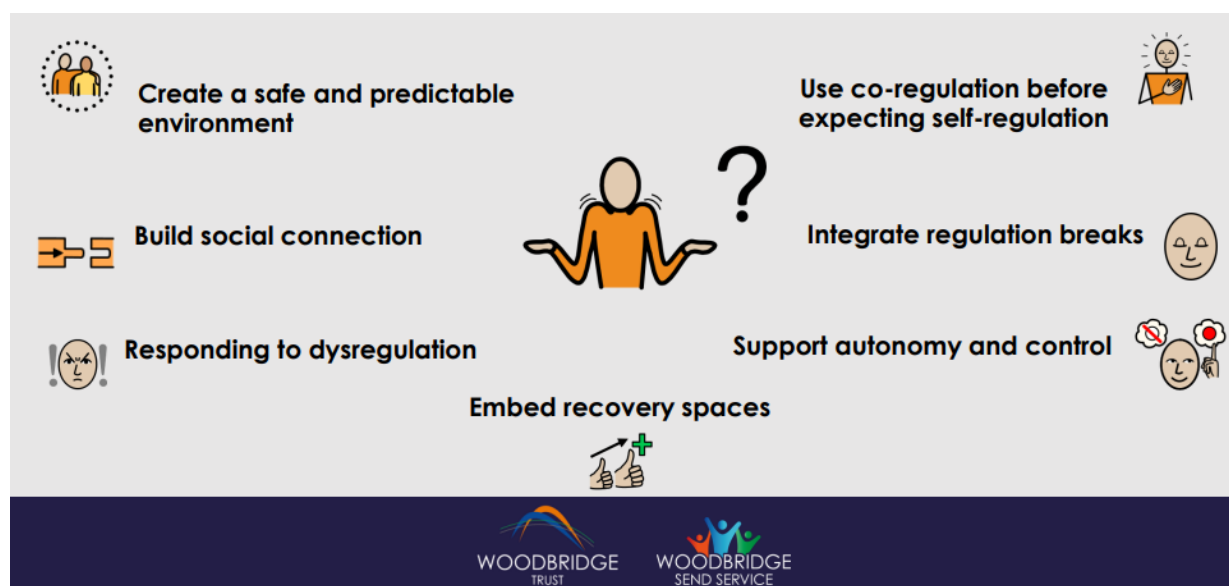
Pupils/students will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus. Personal development, behaviour and welfare are of vital importance at Villa Real. At

Villa Real we support the building of positive relationships which is embedded throughout the curriculum.

Each element of Personal Development supports increasing better behaviour at Villa Real School and provides the framework for positive attitudes of all.

Elements of Personal Development at Villa Real School

- Relationship Education
- Sex Education
- Physical Health
- Mental Wellbeing
- Wider Safety
- Media/ Digital Technology
- Economic Understanding
- PSHCE
- Citizenship
- Character
- Wider Opportunities
- Equality of opportunity
- British Values
- SMSC
- CEIAG



SUPPORT MECHANISMS

Reconsider 'behaviour' to unskilled communication. Reframe, what do they need? What is missing or causing the displayed actions? What is the function of the behaviour, and how can we as adults support to provide that 'need' in an alternative, more socially acceptable way? Adults need to co-regulate

to 'ground' the pupil until they are ready to regulate independently. Aim to regulate rather than simply distract.

Staff aim to support by focussing on relationships and placing behaviour 'management' at the end of a process that starts with compassion and reading behaviour as a communication.

The 'Quiet Room' is also used by some students as a space that has no environmental stimuli. This allows them to emotionally regulate without any external stimuli. This is generally the student's choice and they may or may not want staff interaction during this time. Quiet room access can become integrated into individual pupil's daily routine in order to provide a space with reduced stimuli conducive to pupil's regulatory needs. This is not a restraint and will not be recorded as an RPI but the use of the quiet room is still documented.

In the situation where a student is removed from one setting and is placed in the Quiet Room, it is then time limited and documented. Any use of the Quiet room must only be used if it reduces the risk presented by the pupil to themselves or to others. This is used on very rare occasions.

The Quiet Room is largely used for therapeutic intervention as part of their sensory diet and upon recommendation from OT. This plays a vital role in preparing the pupil to transition from the Quiet Room back into class. Upon return to class from any regulation task, including the use of the quiet room, staff expectations of the pupil should be minimised / low arousal task until fully regulated, this will differ for each child and should follow their arousal curve document.

OFF-SITE BEHAVIOUR

Our equal opportunities states that all pupils/students should be included in all curriculum activities. However, Health and Safety remains a priority and ***staff should carry out dynamic risk assessments for each pupil/student prior to each visit into the community.*** Due consideration should be given to the following

- Is the pupil/student able to cope with the demand of the proposed visit?
- Are there sufficient, suitably trained staff – particularly if there should be an incident?
- How will you contact school to get extra help if necessary and how will you get back?

CLASSROOM MANAGEMENT

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils/students to be engaged
- Complete an environmental checklist to ensure the environment is suitable for the needs of pupils/students
- Develop a positive relationship with pupils/students, which may include:
 - Provide opportunities for regulation at planned and unplanned times of the day
 - Greeting pupils/students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally e.g. visuals
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Following arousal curves for identified pupils to ensure effective use of appropriate strategies depending on level of arousal
 - Using positive reinforcement

All staff adopt a positive approach to improving school behaviour in order to reward effort and application, and to build self-esteem. The school works in partnership with those who know the pupil/student to:

- Look at causes as to why he/she responds / behaves in the way they do.
- Try to understand factors that influence the pupil/students behaviour.
- Identify early warning signs that indicate foreseeable behaviours are developing.

This approach helps to ensure that early and preventative intervention is the best practice and so therefore often reducing the incident of extreme behaviours.

CPOMS is used to log incidents online. When incidents are logged automatic emails will alert relevant staff and intelligent analysis enables quick identification of areas of concern.

Logging of incidents helps to identify patterns of behaviour and possible antecedents enabling teachers to identify when the behaviour is likely to occur, and the support that needs to be put in place to avoid incidences of challenge.

- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?

- What acceptable behaviour can the pupil use to ensure their needs are met?
- What strategies can be implemented for behaviour change?

A Positive Handling Plan (PHP) is developed for each pupil displaying challenging behaviour. The Positive Handling plan should include details of signs and signals of increasing agitation (escalation) and a range of preferred de-escalation and distraction techniques.

The plan will also include the preferred Team Teach support as a last resort to incidences of violence and aggression. The Positive Handling Plan will be shared and agreed with parents who will receive a copy which will be signed and returned to school.

It is the class teacher's responsibility to make sure that adults working with the pupils are familiar with this management procedure. Positive Handling Plans are agreed and signed by the class team and parents and may be shared in whole school meetings as necessary.

PHYSICAL RESTRAINT

Restraint can include chemical, mechanical and physical forms of control, coercion and enforced isolation.

School acknowledges the Human Rights Framework for Restraint 2019 and Positive Environments where children flourish 2019 and UN Committee of the Rights of Child November 2020, and comply with the Convention on the Rights of Persons with Disabilities 2017.

In rare circumstances, the decision to restrain is only taken as last resort and in line with Article 3, 8 and 14 of Human Rights Act.

Staff may use reasonable, proportionate and necessary force to restrain a pupil/student to prevent:

- Hurting themselves or others
- Causing disorder that may impact on a safe and secure learning environment

Incidents of physical restraint must:

- **Always be used as a last resort**
- Only be carried out by staff trained in Team Teach
- Be applied using the minimum amount of force and for the minimum amount of time possible, with a thought-out, 'rational connection' between use of restraint and proportionality
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded and reported to parents

The emergency alarm will be pressed when immediate help is needed.

CONFISCATION

Any prohibited items found in pupils'/students' possession will be confiscated and returned to parents/carers after discussion. These items include any objects which could cause harm to themselves or others e.g. knives. See Weapons Policy.

PUPIL/STUDENT SUPPORT

When acute needs are identified in a pupil/student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Plans may include PHPs and risk assessments where behaviour could compromise a pupil's safety and/or the safety of others. These must be reviewed every six weeks. Pupils/ students may be supported by a referral to Active Listeners or Kidscape, if the behaviour is safety related. STAR analysis will be used to support the development of appropriate planning.

UNDERSTANDING SENSORY PROCESSING DISORDER

Staff must be considerate when reviewing behaviours, and question if the pupil / student is in fact displaying a self-regulatory behaviour. Staff should use the following definitions to support their understanding of sensory seeking behaviours and enquire about a Sensory OT referral as required.

Key Definitions

- **Behaviour** – the way a person acts in response to a particular situation or stimulus.
- **Sensory processing** – the way the nervous system receives messages from the senses and turns them into responses.
- **Restrictive behaviour** – one limits a person's life opportunities to access their environment and community fully.
- **Hyposensitive** – the body requires high levels of stimulation due to an under-responsive response
- **Hypersensitive** - the body is highly alert and responsive to sensory stimulation, wanting to block out sensory input.

Signs of Sensory Processing Disorder

Sensory System	What it controls	Behaviours that show a dysfunction within the system
Vestibular	Co-ordinating movements, balance, eye movement and spatial orientation.	Rocking, jumping, teeth grinding, pacing, throwing self onto the floor, spinning, head banging, ear flicking, humming.
Proprioceptive	Body's ability to know its own position in space, e.g. knowing that your feet are touching the grass.	Running, jumping, throwing self onto the floor, head banging, shaking fingers, hitting self, pinching, biting, over focusing with their eyes. Watching hands or feet as they move them.
Somatosensory (tactile proprioceptive)	The ability to interpret bodily sensation. Sensation takes several forms, including touch, pressure, vibration, temperature, itch and pain.	Biting, mouthing objects, pica, picking skin or eyelashes, need for constant touching, crashing into things. Dislikes wearing shoes or clothes.
Gustatory	Taste	Picky eater, difficulty eating mixture of textures, flavours or colours. Wanting food very hot or cold. Frequent drooling, dislikes brushing their teeth. Licks, chews, or mouths inedible objects frequently.
Auditory	Sound	Shrieking, tooth grinding, vocal play, ear flicking and humming
Visual	Sight	Love of bright or moving lights and colours. Watching moving pictures. Wanting to wear sunglasses. Hiding their eyes.
Olfactory	Smell	Sniffing things, greeting people by sniffing them.

PUPIL/STUDENT TRANSITION

To ensure a smooth transition to the next year, pupils/students have transition sessions with their new staff. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil/student behaviour issues may be transferred to relevant staff at the start of the term or year or throughout where necessary.

Information on behaviour issues may also be shared with new settings for those pupils/students transferring to other schools.

Transition checklists are completed for each individual pupil.

Behaviour and Philosophy for Children

In line with Philosophy for Children approach that the school have adopted pupils will be encouraged in the 4 cs of critical thinking, creative thinking, caring and collaboration. These 4 skills will be taught via Philosophy for children and Thinking Schools techniques.

TRAINING

Staff receive a range of training linked to positive behaviour management throughout the school year. Autism awareness, arousal curves, ADHD, OCD, bereavement, resilience and promoting positive mental health are covered within the training sessions.

MONITORING ARRANGEMENTS

This behaviour policy will be reviewed by the Headteacher and the Governing Body annually. At each review, the policy will be approved by the Headteacher.

LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Anti-bullying Policy
- Child Protection Policy
- Special Needs Policy
- Weapons Policy
- Mental Health Policy
- Admin of Medication Policy
- Online Safety Policy