

Behaviour Guidance

Redgate Primary Academy

September 2025

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Redgate Primary Academy

Behaviour Guidance

1. Introduction

Children at Redgate Primary Academy have a wide range of needs. These range from physical, learning, communication, and sensory needs through to psychological, emotional, and social needs.

Children at Redgate Primary Academy predominantly have a severe learning difficulty and a diagnosis of autism.

Redgate Primary is committed to helping each child develop to their full potential, to access and be an active member of their society.

To best support children in developing positive behaviours, we believe that each child should be helped and supported as an individual. Children need opportunities to learn and develop in a positive way, and the academy is committed to the use of a range of positive and proactive behaviour management strategies to enable this.

2. Aims

- To provide a happy environment which is both challenging and stimulating for the child
- To provide opportunities to work, play and learn together
- To behave well and show respect to others
- To work alongside parents and carers to encourage a child to develop as fully as possible, helping them to grow socially, personally, and academically

3. Expectations

Everyone at Redgate Primary Academy values good behaviour.

Children are expected to:

- Learn what good behaviour means and looks like
- Learn appropriate behaviour in different settings
- Care for one another
- Respect themselves and others
- Learn to feel good about themselves
- Develop self confidence
- Respect the property of others

Staff are expected to:

- Provide children with a good role model
- Promote children's self esteem
- Meet the needs of individual
- Provide a caring and effective learning environment
- Develop positive relationships with parents and share approaches to support good behaviour

Parents are expected to:

- Be a good role model
- Build positive relationships with staff to share information and discuss strategies to support good behaviour

4. What is good behaviour at Redgate Primary Academy?

Good behaviour means that everyone in the academy

- Is polite and friendly
- Is caring and considerate
- Should behave appropriately and respect each other
- Value contributions made by others

Good behaviour is encouraged in every activity throughout the day, and children are helped to recognise when they are behaving well.

5. Encouraging good and appropriate behaviour

A range of strategies are used to encourage positive behaviour. Redgate Primary uses a staged approach to the management of behaviour.

Level 1 Responses – Prevention through best practice (structure, predictability, visual communication, support, consistency, routines etc.) Use of a detailed one-page profile to include strategies and interventions which can support the child.

Level 2 Responses – Some children require additional support in terms of social stories, social skills programmes, appropriate communication techniques, some staff support

Level 3 Responses – A very small minority of children who present behaviours that pose a risk to themselves, and others will have a positive support profile and risk assessments. For some children Team Teach may be appropriate in certain circumstances.

Preventative strategies used at Level 1 & 2 will include:

It is essential that every opportunity is made to help all children understand what is happening and that they can respond via:

- Body language, gesture and facial expression that communicates clearly the message intended to convey
- Appropriate, clear, and consistent communication at a level and in a form most accessible, appropriate, and supportive to the child e.g.
 - Written
 - Augmentative & Alternative Communication e.g. signs, symbols, iPad
 - Spoken language at the appropriate level
 - Reducing language to just key words
 - Learning and practising new routines and patterns of behaviour
 - Reasoning/negotiating
 - Supervision to reflect on behaviour and events and plan with the child alternative responses
 - Giving time and space for processing and to reduce stress and overarousal
 - Physical prompts
 - Modelling activities and behaviour
 - Creating opportunities for communication by providing reasons and opportunities to make decisions
 - Choices
- Social stories (Social stories are part of a pro-active teaching approach and come in at the next level of teaching new ways of behaving rather than at the preventative level)

6. Teaching Approaches

- Stimulating and promptly organised high-quality approaches
- Not responding to unwanted/inappropriate behaviours
- Distracting
- Inspiring and engaging
- Redirecting
- Praise/reward – positive reinforcement
- Staff initiated breaks from challenging setting
- Identification of triggers
- Development of controls/strategies for coping
- Physical exercise
- Prompt intervention
- Consistency
- Unpredictable responses to prevent reinforcement of negative predictable behaviours
- Routines

- Modelling behaviours
- Choices
- Indicating clear boundaries
- Support to recognise consequences of behaviour
- Humour
- Flexibility
- Social stories

7. The Environment

- Appropriate seating arrangement
- Avoiding under/over stimulation
- Adequate staffing
- Physical exercise areas
- Areas of retreat
- Appropriate spaces
- Control of noise and interruption

8. Sensory Needs – preparing children to learn

Preparation activities such as soft play, daily walks, sensory circuits, stretches, ear defenders help with:

- Supporting children to cope with their sensory sensitivities
- Supporting children to be calm and avoid over and under arousal
- Appropriate balance of activity/demand
- Individual sensory diet for children where appropriate

In addition to this, staff should recognise the importance of good communication between themselves. Supporting each other and working effectively as a team is paramount to success. It is a priority to provide adequate staffing to support an effective learning environment for all children.

Other preventative strategies may include:

- Have high expectation of standards of behaviour
- Recognise and reward good behaviour
- Encouraging children to be responsible for their own behaviour

Good behaviour is recognised through personalised rewards in the context of different needs:

- Praise and positive feedback
- A tangible reward

- Privileges (favourite activity or responsibility)
- Social reward (good work assemblies)
- Earning a token that gives tangible reward of privilege when a certain number have been collected

Classes will often develop their own reward system that is linked to child interests

Stopping and redirection inappropriate or challenging behaviour – Level 3

There are occasions where good behaviour is hard to maintain for some children. They may find it difficult to cope due to their sensory needs, anxiety, and inability to understand what is happening or express themselves.

Where challenging behaviour is frequent, disruptive, and possibly posing a risk to themselves and others, specialist help from a Sensory Occupational Therapist, Educational Psychologist, health or therapy teams may be required and a positive support profile will be put in place.

9. Positive Support Profile

A positive support profile is used to help understand the reasons for behaviours and to support changes to behaviours by:

- Responding to each child with an approach or range of approaches appropriate to the needs and priorities of the individual
- Document and monitor serious, potential, and actual incidents to identify additional support for the child.
- Maintain the academy as a safe and supportive environment for all children to learn and develop, some of whom present very challenging behaviour
- To reduce the incidence of severity of aggressive behaviour directed towards self, staff, or other children
- Each child who requires the use of behaviour strategies in addition to normal classroom routines **must** have a written positive support profile. This is written with key staff and parent/carer involvement is essential. Parents/carers must sign and agree the positive support profile before it is implemented.
- Positive support profiles are reviewed at least 6-monthly and if any changes are made, the plan is re-signed by parents. Positive support profiles are constantly monitored in accordance with incident recording. The constant monitoring gives a clear indication of the relevance of the positive support profile and will indicate the need for a review of the positive support profile if incidents occur regularly, strategies used may need reviewing. Parents/carers must be part of this process.

- Other measures used to control risk can include environmental factors such as the use of a safe space and this must be written into the positive support profile. Recording of the incident and use of safe space will be logged on the appropriate platform.
- A signed copy of each child's positive support profile is kept in class.

10. The management of aggressive and challenging behaviour

The focus should be to ensure that everyone is safe. Strategies, planning, and problem solving need to be risk assessed once the incident has been managed safely and the child is in a safe environment in which it promotes the child's recovery and wellbeing.

Behaviour management techniques:

- Firm and clear instructions to stop, supported by appropriate aids of communication
- Diverting the child to an alternative activity or distracting from trigger causing the challenging behaviour
- Physical intervention when all other strategies have failed to keep the child and staff safe
- Reassurance is essential and the use of calming words
- Withdrawal to a sensory retreat
- Withdrawal to a safe space
- Use of a three-way mat to always support child's safely and dignity
- Monitor impact of aggressive and challenging behaviours and the effect it is having on other children

11. Rewards

Rewards are used to help children make connections between their behaviours and so promotes a link between good behaviour and unacceptable behaviours.

Rewards are individualised for the child to make them achievable and relevant. These can include working towards a favoured activity/choosing reward charts and praising a child and sharing their achievements.

12. Positive Behaviour Management Strategies

Behaviour management strategies will be selected and implemented according to the needs of each child.

Key to the success of all the approaches is the fundamental/essential need to develop strong, supportive, positive, and understanding relationships with the children.

13. Health & Safety

The actions described in the academy's health and safety policy must be followed in the event of any injury resulting from a child's challenging behaviour.

- All injuries to staff or children resulting from the child's challenging behaviour must be recorded on MyAcademy and NCC Wellworker forms and reported to the Principal, as described in the school's health and safety policy.
- If a child self-injures or is injured because of his/her own or another child's challenging behaviour, a record of the exact injuries should be reported on the NCC Wellworker form.

14. Serious incidents

- All incidents that involve extremely challenging behaviour, verbal abuse, aggression, positive handling, the use of safe space or put the safety of the child and/or others at risk, must be recorded.
- Incidents must be recorded by a member of staff who was involved in the incident and witnessed the events first-hand, within 24 hours of the incident taking place.
- Each incident must indicate clearly the names of all persons involved, place, times and witnesses. The record will be dated and time stamped through the MyAcademy recording platform.
- All behavioural incidents by individual children must be recorded on an incident form (through the MyAcademy platform) which is assessed by the Principal and behaviour team.
- Staff will meet at the end of the day to discuss any incidents and any actions as a result.
- If a child is injured by another child, or there is a child injury during the incident, this must be recorded on an incident form and a NCC Wellworker form.
- Behavioural incidents must be monitored regularly for increases or decreases in incidents, types of incidents and how they are being managed and are reported to the Local Academy Committee.
- Parents/Carers are informed on the day of an incident
- Parents of other children who witness a serious incident at school must also be informed

15. Exclusions

At Redgate Primary Academy, we adhere to the Diverse Academies Trust Suspension and Exclusions Policy. [DAT Suspension and Exclusion Policy](#)

16. Sensory retreats / side rooms and safe spaces

Sensory retreats and side rooms

- Side rooms and sensory retreats are usually, but not always, side rooms or spaces attached to the main classroom.
- Most spaces will be low stimulus and clutter free but will also have access to items and equipment that will help to deescalate, calm and regulate a child's behavioural, emotional and sensory needs.

- The spaces will often have multiple uses such as a quiet workspace away from busy areas, a place for retreat, relaxation and recovery, or an area for a child to engage in a favoured activity for example.
- The spaces can and should be used regularly throughout the day as part of a proactive and preventative measure to ensure children are supported with their emotional and sensory needs and help to avoid triggers which may cause anxiety, stress and possibly lead to an escalation of more challenging behaviours.
- The rooms are thoughtfully considered to provide planned opportunities for both co-regulation and self-regulation and to ensure children can maintain a calm emotional state in order to reduce possible challenging and risky behaviours. This gives the child positive associations with the space when needed at a time or crisis. The child's 'voice' must always be respected during these times.

Sensory retreats / Side rooms may be used:

- As an early intervention to help prevent behaviours escalating (in conjunction with and not as a standard behaviour management strategies).
- The interior of the room must always be visible, and the condition and safety of the room should be inspected daily, and the child must always be observed by a member of staff.
- Sensory retreats / side rooms are used as a supportive measure in which a child regains control and learns to recognise and manage their mood without other environmental distractions that may impact on their recovery.
- Staff are working towards encouraging children to recognise a change in their own mood and allow children to recognise the use of a sensory retreat / side room as a calm and supportive measure and take themselves to the space when stress levels and anxieties are raised, and children are finding the classroom environment difficult to cope with. These spaces should never be used an 'opt out' from learning.

Safe spaces

- Safe spaces can be the same room as the sensory retreat but would be referred to as a safe space when the room is used when a child is in crisis and a response is needed to prevent risky behaviours including the immediate danger to themselves or others.
- Safe spaces are used so as a child does not need to be held when they are displaying risky behaviours.
- If appropriate for the child, these spaces will have a mat and a large bean bag in them for comfort and a place to rest when de-escalating their risky behaviours.

Safe Spaces may be used:

- When a child's behaviour has become risky towards themselves and/or others. Safe spaces provide an opportunity for children to work through aggressive behaviour without harm to themselves or others. The use of safe spaces will always be thoroughly monitored, and the use of the space will be recorded when such incidents occur.
- The interior of the safe space must always be visible, and the condition and safety of the safe space should be inspected daily, and the child must always be observed by a member of staff.
- Safe spaces are used as a supportive measure in which a child regains control and learns to recognise and manage their mood without other environmental distractions that may impact on their recovery.

Redgate Primary staff are trained in using the minimum amount of physical restraint needed when supporting a child during times of crisis.

- The time a child spends in a safe space following an aggressive incident must not exceed the minimum time required to resolve the immediate danger to themselves or others
- A member of staff will supervise a child during these incidents 100% of the time. The adult will observe the child in the safe space either from inside or immediately outside. The time will be recorded of the duration of the use of the safe space, and this will be entered onto the incident form on MyAcademy.
- Parents/carers are informed as soon as is practically possible about the use of these spaces by their child
- Children who have additional needs such as asthma and epilepsy will also have an appropriate risk assessment, and this will be used in conjunction with their health care plan and must be followed. 100% supervision will also be part of the process
- Accurate records will be kept of staff working with children who use the safe spaces and how long these spaces were used. This will ensure that these behaviours are not becoming a routine and the use of the safe spaces. All records and data will be reviewed monthly by the Behaviour Team and leadership Team in order to determine patterns.
- Only staff trained in the use of Team Teach can guide a child to a safe space
- Only in exceptional circumstances where the risk presented is extreme and unexpected and there is no safer alternative should staff close the door for a strictly minimal amount of time while waiting for support or the child to regulate. ALT must be informed and involved in a review meeting to plan alternative strategies around the child to ensure there can be no alternative course of action. This needs to be included in a child's PSP.

17. Types of restrictions - Environmental restrictions

- Confusion/baffle handles are used to slow children down who are acting impulsively so staff can support them in a positive and proactive rather than reactive manner

18. Three Way Mat

- It may be used as a guide to direct and clarity of space
- It may be used to preserve a child's dignity especially during times of anxiety and if they have removed their clothing
- It may be used as a protection for staff and other children if a child is attempting to kick or hit for example

19. Training

- Teachers and teaching assistants receive Team Teach training in positive handling techniques, with annual refresher courses
- New staff do not engage in positive handling until they have received Team Teach training
- Staff training needs are identified through the personal development programme and the scrutiny of behaviour records and incidents and development opportunities are provided accordingly

20. Home / School Partnership

- Parents and carers are consulted about the strategies used in academy to manage their child's behaviour
- Openness between staff and parents/carers is vital when identifying areas to be addressed
- Behaviour priorities will be agreed and documented
- When there is a range of excessive/more challenging behaviours, these behaviours will be prioritised, and addressed in smaller components
- After initial consultation with parents/carers, other agencies involved with the child should also be consulted e.g. key workers at respite care establishments, social workers

21. Document and monitor progress and change

- It is important that we provide appropriate information regarding children who have challenging behaviour. This should convey clear detailed essential guidance necessary for successful behaviour management and the development of positive/appropriate behaviours
- Documentation will take a uniform format throughout the academy so that information is easily accessed and adjusted by staff and parents as the child moves through school

Positive Support Profile

- This will be produced for children displaying significant behaviours
- The profile identifies behaviours, triggers, priorities. It identifies the date the plan is written and by whom. It also requires signed confirmation that parents/carers have been consulted. It ensures a review of the success of the profile. Approaches should be formally reviewed. Staff will be constantly and informally adjusting their responses
- Positive support profiles should be available for all staff to read

Incident Report and Safe Space Recording

- Incident recording will be used to record and monitor incidents and potential incidents
- Safe space recording will be used to record and monitor the use of the room during an incident, including how long the door was closed.
- This information will be shared with all relevant staff and key stakeholders
- Monitor child behaviours
- Support changes to manage behaviours
- Reduce risk
- Any changes in behaviour should be communicated to all those working with the child

Data regarding behaviour incidents is presented to the Behaviour Team and ALT (Academy Leadership Team) for analysis. Patterns and frequency of behaviour are identified, and actions are challenged if they are inappropriate. Learning walks are also undertaken to ensure the quality of behaviour practice across school and look at the impact of challenging behaviour on classes.

The data is scrutinised and reported to the Local Academy Committee and discussed at ERM (Education Review Meetings) meetings. ALT will challenge any actions that are not consistent with practice in the Behaviour Policy.

22. Keeping Classrooms Safe for Teaching and Learning

Minimising the Need to Use Reasonable Force

- We will only use force as a last resort and strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point
- Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved by not using force
- Teachers and Teaching Assistants are trained using Team Teach which uses the latest ideas about the psychology of behaviour management, de-escalation, and safe systems of behaviour management. Supply staff will not use Team Teach but will always be supported by a member of staff trained in Team Teach.

Staff Authorised to use Reasonable Force

Under Section 93 of the Education and Inspection Act (2006) the Principal is empowered to authorise those members of their staff who are enabled to use reasonable force.

Here at Redgate Primary, the Principal has empowered the following members of staff to use reasonable force:

- Teachers and any member of staff who has control or oversees a child in each lesson or circumstance have permanent authorisation
- Other members of staff such as site management and administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken

Deciding Whether to Use Reasonable Force

Under English law, members of staff are empowered to use reasonable force to prevent a child from or stop them continuing:

- Committing any offence
- Causing personal injury to, or damage to the property of any person (including the child themselves)
- Prejudicing the maintenance of good order and discipline at the academy or among any children receiving education at the academy, whether during a teaching session or otherwise. All members of staff will make decisions about when, how and why to use reasonable force. To help staff in making decisions about using reasonable force, the following considerations may be useful:
 - Whether the consequence of not intervening would have seriously endangered the wellbeing of a person
 - Whether the consequences of not intervening would have caused serious and significant damage to property
 - Whether the chance of achieving the desired outcome in a non-physical way was low
 - The age, gender, developmental maturity of the persons involved

- Staff are also expected to remember that reasonable force is only one option and for behaviours involving extreme levels of risk, it may be more appropriate to gain support from other agencies, such as the police.
- Staff will be kept informed and have a duty to inform others about the plans around specific children who can present risks to themselves and others. This may include information about the child's SEND, and personal circumstances.

Using Reasonable Force

When using force, members of staff should only use the minimum amount of force required in achieving the required outcome.

Staff should, where possible, avoid any type of intervention that is likely to injure a child, unless the most extreme of circumstance where there was no viable alternative. Also, staff should avoid using force unless or until another member of staff is present to support, observe or call for assistance.

Diverse Academies: [Use of physical interventions and reasonable force protocol](#)

Staff training

- Staff at Redgate Primary, who have been identified as needing training in this area, will access Team Teach training through the trainers within the academy who have been trained by Team Teach.
- These courses provide participants with an insight into recent legislation and guidance that could impact on policy and practice, as well as a range of physical and non-physical strategies to help manage the risks posed by children and young people's behaviour.
- These training programmes will be delivered to staff via whole academy inset or by accessing specialist training events.
- Staff who receive this training will be accredited to use the physical elements of Team Teach for a defined period as stated on their certificate. Staff will be expected to attend a refresher course to update their skills and renew their certification every 24 months.

Recording and reporting incidents

The Local Academy Committee will ensure that a procedure is in place, and is followed by staff, for recording and reporting, significant incidents where a member of staff has used force on a child. The record must be made as soon as practicable after the incident.

While ultimately only a court of law could decide what is 'significant' in a case, in deciding whether an incident must be reported, staff should consider:

- An incident where unreasonable use of force is used on a child would always be a significant incident
- Any incident where substantial force has been used (e.g. physically pushing a child out of a room) would be significant
- The use of a restrain technique is significant
- An incident where a child was very distressed (though clearly not overreacting) would be significant

In determining whether incidents are significant, the academy will consider:

- The child's behaviour and the level of risk presented at the time
- The degree of force used and whether it was proportionate in relation to the behaviour
- The effect on the child or member of staff

Staff should also bear in mind the age of the child; any special education need or disability or other social factors which might be relevant

Sometimes an incident might not be considered significant, but forms part of a pattern of repeated behaviour. In this case, although there is no legal requirement to record such incidents, schools are advised to let parents/carers know about them.

Records are important in providing evidence of defensible decision making in case of a subsequent complaint or investigation. Staff may find it helpful to seek the advice of a senior colleague or a representative of their trade union when compiling a report.

Post Incident Support

Following the use of physical intervention, staff and children will be supported, the immediate physical needs of all parties will be met, and staff will ensure that positive relationships are maintained.

23. One-page profiles and positive support profiles (PSP) protocols

N.B Incident forms will always be completed for actual harm e.g. bites to staff or children/damage to property/self-injurious behaviour /use of Team Teach/use of safe spaces/use of sensory retreat

When children are exhibiting low level challenging behaviours your protocol is-

1. Staff team will monitor

ACTION- Class discussion to take place to unpick reasons the behaviour may be happening. Staff team to refer/develop One page profile to ensure strategies and interventions are being implemented. Possibly discuss with parents to see if anything at home is different

2. Behaviours continue/increase despite the interventions and input

ACTION- Seek advice from Louise and Tania to discuss possible issues and unpick further to develop resolutions e.g. seek advice from Emily

3. Behaviours continue despite further advice

ACTION- Develop a PSP to pinpoint specific responses and interventions – share with parents these will be in line with the behaviour guidance and be reviewed regularly