

Helping people living in extraordinary circumstances to live ordinary

Kingsley Learning Foundation Trust

Behaviour Policy

Chairperson Signature: *D. Withers*

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1. Aims

At Kingsley Learning Foundation Trust (KLFT) we aim to ensure that:

- All of our pupils have their individual needs met and that their learning takes place in an atmosphere and environment that is welcoming and positive
- We equip all pupils for adulthood by providing them with valuable opportunities and experiences and helping them acquire new skills
- Guardians understand the approaches that have been adopted within the Trust to promote learning and manage behaviour
- School staff know and understand the expectations within the Trust about how we interact and care for the pupils in our care
- We comply with legal obligations.

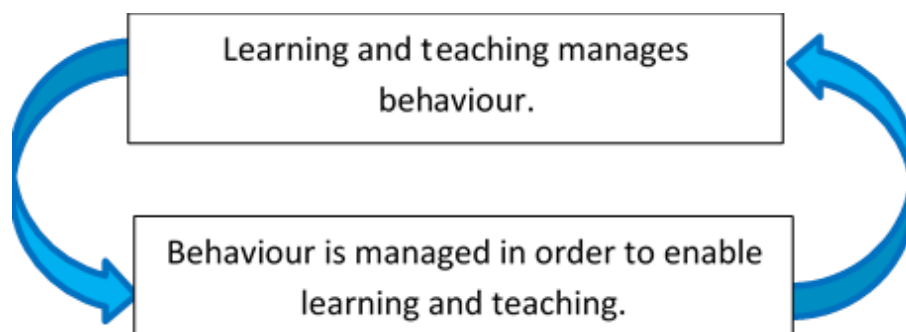
2. Introduction

The behaviour policy of our Trust is grounded in the knowledge that our staff have a deep understanding of the unique needs of our pupils. We are committed to fostering an environment that is safe, inclusive, and supportive, where every pupil can thrive. The Trust expects that all members of our community behave well and will not accept any behaviour that is of a homophobic, sexist or racist nature by any member of the school community – pupil or adult.

We strive to meet our Trust Aims so that we are:

- **Purposeful:** We aim to achieve our vision by acting with purpose.
- **Reflective:** We are solution-focused practitioners who continuously reflect on our practice and stay up-to-date with new developments.
- **Genuine:** We act with authenticity, honesty, and transparency. We value diversity and inclusivity and care deeply about our families and colleagues.
- **Aspirational:** We strive for excellence and add value to people's lives. We are brave and take risks.
- **Joyous:** We are passionate about learning and take pride in the achievements of our pupils and staff across the Trust.

At KLFT we are passionate about learning and work to remove any obstacles that might prevent pupils from succeeding. We know that quality teaching is crucial, but even the best teaching won't work if a pupil isn't engaged or able to process information. Sometimes, behaviour can get in the way of learning, so we manage behaviour to support effective learning.



At KLFT we believe in some key aspects which help us to support our pupils effectively in our schools. Please refer to the appendices for further information.

- **Positive Reinforcement:** We focus on reinforcing desirable behaviours by acknowledging and rewarding them. This encourages pupils to repeat these behaviours, fostering a positive school environment.
- **Fun and Engagement in Learning:** Learning experiences are designed to be engaging and enjoyable, ensuring pupils are motivated and eager to participate. Fun activities reduce stress and promote positive behaviour.
- **Neuroscience Insights:** We incorporate an understanding of how the brain works, particularly the triune brain model, to inform our approaches to behaviour management.
- **Maslow's Hierarchy of Needs:** We recognise that pupils must have their basic needs met before they can focus on learning and personal development. Our approach ensures these needs are prioritised.
- **Positive Behaviour Support Plans (PBSPs):** Individualised Positive Behaviour Support Plans are developed for pupils who need additional help, focusing on proactive strategies and positive reinforcement.

3. How we create positive experiences and feelings for pupils

There's no one-size-fits-all approach for every pupil's behavioural needs. We use various methods and techniques, but the key is understanding each pupil and each situation. What works well in one case might not be effective in another. We need to take a thoughtful and flexible approach, analysing the situation rather than judging it. We should be ready to involve colleagues if we're not making progress. Our goal is to help the pupil feel relaxed and ready to learn, not just to make them comply.

3.1 Know the pupil

The clues to successful resolution are to be found in the pupil themselves and it is vitally important that we are attentive to changes and alert for opportunities when they are presented by the pupil. Knowledge of the pupil needs to include:

- Condition/Diagnosis
- Context and personal history
- Triggers and vulnerabilities
- Motivators
- Micro-routines
- Outs and repairs positive behaviour support plan.

Every pupil is an individual, with varying needs and preferences. What is outlined below are the preferred strategies which are in line with the Trusts overarching ethos. Pupils with profound and complex needs will need a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds (for example, pupils who feel touch as pain) and levels of stimulation and engagement. Personalised learning approaches ensure that we meet each pupil at their point of development. If we are able to meet each pupil at their point of need, it is more likely that challenging or unhelpful behaviour will decrease or stop.

3.2 The curriculum

Teaching and learning, with a strong emphasis on playfulness are our main tools for managing behaviour and achieving our aims. We use expertise from various fields to create a curriculum that taps into the interests of our pupils. Pupils engage better when they enjoy the learning, so we focus on subjects/areas and activities, including play, that individuals already like. When learning is fun and rewarding, behaviour challenges are less likely because pupils can stay focused. We hope to capture pupil's attention with exciting experiences and keep them engaged. We tailor the content to challenge appropriately and celebrate successes to encourage pupils further.

3.3 Supporting pupils learning

Staff will support pupil's learning through:

- Accurately assessing each pupil's needs through observation, evidence gathering, and analysis, ensuring that our lessons and interventions are well-informed and carefully planned
- Planning to address the pupil's range of learning needs as outlined in their professional plans, including equipment, staffing, and sensory requirements considerations
- Encouraging pupils to develop strong resilience and maintain high expectations for their current and future achievements
- Communicating carefully with pupils, using appropriate language, signing, body language, picture or symbol systems, and objects of reference clearly valuing all modes of communication
- Greeting pupils, introducing yourself, and using their name
- Adopting an open, non-threatening stance and facial expression
- Clearly communicating your intentions before and during activities and interactions
- Being positive yet realistic, planning for success with SMART targets (Specific, Measurable, Achievable, Realistic, Time-bound)
- Helping pupils to build (appropriately) high self-esteem, so they believe in their ability to succeed
- Preparing to deliver engaging, accessible, and meaningful lessons and learning opportunities
- Designing lessons and activities that promote cooperation and group work
- Offering frequent positive reinforcement when progress is made and effort is displayed, and providing minimal feedback on low-level undesirable behaviours; focus on what we want the pupil to achieve
- Understanding what motivates each pupil
- Praising pupils for their efforts rather than their skills, using principles of a growth mindset
- Investing time for pupils to practise and learn from their mistakes
- Where appropriate, involving pupils in setting targets and evaluating their progress using suitable language and methods (e.g. self-assessment)
- Providing supportive feedback on progress that makes sense to the pupil, focusing on their efforts and how they can further improve
- Offering specific praise for their efforts and achievements, providing descriptive praise frequently
- Working closely with guardians to support the pupils' learning
- Actively teaching pupils behaviour for learning.

3.4 The learning environment

The learning environment has a substantial effect on the pupil's abilities to learn effectively and feel safe.

- A well-organised and tidy classroom environment promotes positive behaviour
- Unneeded equipment should be stored away when not in use
- The classroom should allow pupils access to things which they like and provide them with joy
- Communication systems should be accessible
- Choice should be built into the environment for those that can access it; for example, being able to make decisions about where to sit or what to sit on
- Cupboards and drawers should be appropriately labelled to assist staff and pupils in locating the equipment they need
- Broken or faulty equipment should be stored out of reach while awaiting repair or replacement
- All lessons, equipment used, and the rooms or spaces where lessons occur should be risk-assessed and maintained safely
- Displays should be kept up to date
- Any rules for learning areas should be clearly displayed in a format that is accessible to all pupils
- The arrangement of furniture should allow for safe movement around the room, with exits kept clear.

3.5 Building relationships

To encourage successful, enabling relationships we need to:

- Actively build trust and rapport – these must be earned, not given
- Keep our promises – and if we cannot fulfil a commitment to a pupil, communicate clearly and honestly about why this is the case
- Show our confidence in pupils – it helps them achieve success (maintain high expectations)
- Convey through body language that school is a positive place
- Consider underlying factors behind the behaviour – understand why the pupil is behaving in a certain way
- Behaviour always has a cause: behaviour is communication, it is a symptom of something that needs to be identified
- Treat pupils with dignity and respect at all times, for example, by saying ‘thank you’ and communicating clearly in a manner that is accessible to their current level of need and preferred mode
- Adults should listen attentively to the pupil and decide how and when to respond
- Invest in relationships with the pupils and engage in enjoyable activities together
- Follow through with consequences – apply them as responses to specific behaviours, both positive and negative
- Identify and build on the pupil’s strengths – work with them to recognise these strengths or advocate for them within the team if they cannot do this themselves
- Apologise when mistakes are made – modelling this behaviour builds trust and respect with the pupil
- Acknowledge and manage your own emotional responses to the behaviour of pupils, always demonstrating emotional intelligence; seek support if you find it challenging to manage your feelings about a pupil
- Resolve difficult feelings about pupil’s behaviour – avoid dwelling on past issues; focus on improving future interactions
- Firmly but quietly uphold appropriate boundaries for pupils
- Seek assistance from broader professional networks to address behaviour that challenges
- Always show respect to pupils – do not discuss them over their heads or in front of other pupils
- Maintain a non-judgmental stance regarding pupil’s life experiences but use evidence to guide our planning for them.

3.6 Visual cues and scheduling

One of the most significant sources of anxiety for our pupils is a sense of uncertainty in their daily lives. They may feel threatened by unknown and unpredictable outcomes, which can lead to increased unrest and, potentially, dysregulation. To address this, we prioritise creating clarity and predictability from the outset. Our approach includes:

- **Visual schedules:** We use visual schedules to map out activities at an appropriate level for each pupil (first/then, half day, full day). This helps pupils track their progress and anticipate upcoming activities, providing reassurance through a clear sequence of events.
- **Micro-scheduling:** Tasks or activities are broken down into smaller, manageable steps within a set and predictable framework. This can range from simple 'First...Then' prompts to more detailed sequences outlining several stages to complete a skill. This method helps maintain a sense of security and reduces emotional stress.
- **TEACCH methodology and workstations:** For autistic pupils, where certainty and predictability are particularly important, we employ TEACCH methodology and workstations. These approaches foster independence and autonomy within a structured, secure environment, reducing the risk of anxiety and dysregulation.
- **Transitional supports:** These offer support in the immediate preparation for a change, aimed at increasing understanding and reducing anxiety. This might include ‘first and then’ visuals, working for motivators, or timers. Transition objects may also be used which might include a toy, book or fidget that the pupil likes to carry around. These items may act as distractors to reduce stress associated with moving from place to place or task to task. Objects of reference can also be used as transition objects.

- **Zones of Regulation:** A framework designed to help our pupils understand and manage their emotions, energy levels, and behaviours alongside teaching emotional regulation and self-control in a simple, visual way.

These strategies are applied across the schools as needed, tailored to each pupil's specific requirements rather than being dictated solely by diagnosis or prevailing classroom pedagogy.

3.7 Reward systems

In our approach, we use the concept of 'first and then (motivator)' 'Let's Make a Deal' or 'I am working for...' to reinforce positive behaviours through structured reward systems. This method involves:

- **Micro-Rewards System:** Specific behaviours are linked to small, immediate rewards. This system is designed to:
 - Reinforce positive behaviours and outcomes
 - Enhance self-awareness and self-esteem by providing frequent, positive reinforcement
 - Help young people view themselves as successful.
- **Immediate Extrinsic Rewards:** Initially, rewards are given immediately to reinforce the desired behaviour. Examples include:
 - Stickers, stars or tokens
 - Verbal praise
 - Small tangible items or privileges
 - Messages to guardians
 - Written cards for praise.
- **Goal-Based Reward System:** Over time, rewards can be deferred or accumulated towards a larger reward. This can involve:
 - **Building 'Minutes':** Accumulating minutes that can be used for favoured activities at the end of the day
 - **Point or Token:** Collecting points or tokens throughout the day to be redeemed for a larger reward or activity or to contribute to a class big picture treat.
 - **Star of the Week/The Golden Feather.**

3.8 Complexity and understanding

As pupils become more accustomed to our systems, they begin to understand the value of working towards goals and the connection between their behaviour and rewards. This fosters a deeper understanding of their relationship with others and their ability to achieve long-term goals and develops the life skill required to understand reciprocal arrangements, enjoy and work towards joint or group reward and in the longer term to accept payment or remuneration for work.

By implementing these systems, we aim to progressively build pupils' understanding of their behaviours and their impact, promoting positive self-concept and behavioural change. Restorative practice is used where appropriate in school.

4. Techniques used to support positive behaviour

Prevention: obviously the best way to resolve a behaviour situation is to avoid it arising in the first place. Central to this is the management of the environment and the appropriateness of the curriculum activities presented. An awareness of points of vulnerability enables us to plan around and ensure that the pupil does not become dysregulated. Individual provision timetabling is a vital tool in preventing upset. **Short-circuit:** Early intervention in an upset offers the opportunity to distract the pupil or to amend the activity, avoiding escalation of the distress.

Manage: If no quick resolution is to hand, we act quickly to ensure the safety of the pupil and other pupils. The pupil may require significant space and time to vent their frustration without endangering anybody.

Contain: Unless there is immediate danger, we avoid any restriction of liberty where possible, however, when there is a risk of harm to the pupil or others, we may consider the need to use physical intervention to keep all members of the school community safe.

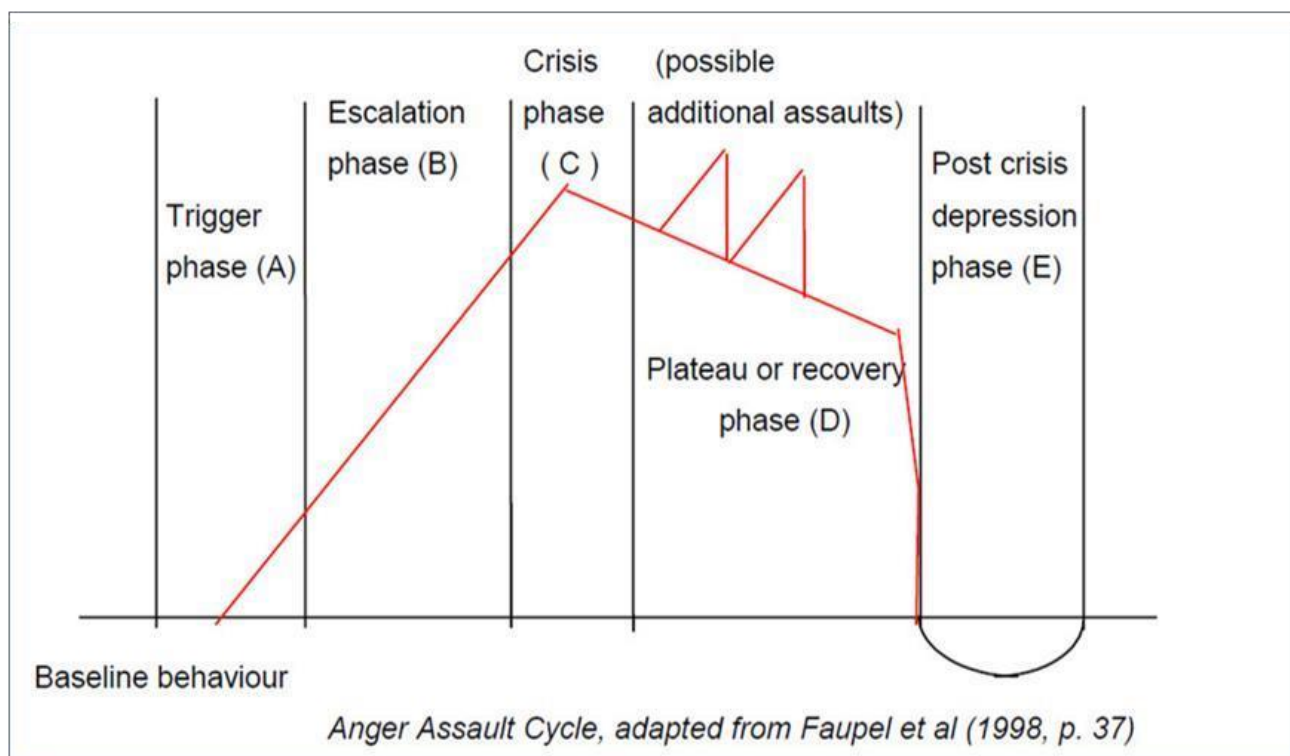
The Behaviour Policy must always be considered in respect of our physical intervention policy and procedures. The aim is always to avoid a physical intervention or restriction of liberty but when there is no

option we strive to ensure that it is always in the interests of the pupil and that their safety and well-being is paramount.

Repair: As an incident is completed, we need to work with the pupil to repair their well-being and relationships. They may feel shame or regret and require reassurance, time out or rest. Most importantly, repair of any damaged relationship needs to take place so that pupils and staff can all continue to work effectively together. This may need time, not everybody can repair instantly, and this needs careful consideration of the time and space where this work would be appropriate.

Reflect: Revisiting the cause of distress may trigger further upset for the pupil, so a process of reflection is chosen only when the pupil is robust enough to engage. When possible, it is a valuable tool in identifying strategies that may be called upon for later incidents. It ensures that the pupil is given the means to reestablish themselves positively.

The methodologies and strategies that are utilised at Kingsley Learning Foundation Trust to support with positive behaviour management are supplemented by training from Norfolk Steps, who provide expertise in de-escalation techniques and physical intervention support. We interpret the management of behaviour as a cyclical process and recognise our role in supporting our pupils in making safe, positive choices during all stages of this behavioural cycle.



5. Positive Behaviour Support Plans

PBSPs are used extensively across the Trust.

Triggers: The PBSP identifies triggers for adverse behaviour (e.g. difficulties with transition, anxiety regarding initiation of tasks). If these triggers are accurately identified, class staff can plan to avoid the generation of stress or can similarly plan opportunities to develop skills and resilience to overcome triggers. This planning represents the first wave of intervention.

Indicators: When the pupil is exposed to a stressful or challenging situation, this is communicated through microchanges in their disposition. These micro-changes can take many forms (raising their voice, increasing physical agitation, etc.) and indicate that the pupil is becoming distressed and that the situation must be managed to avoid dysregulation. The triggers, in this way, offer the second wave of intervention.

Strategies: Working from known motivators and regulators (individual to the pupil), we can scaffold a pathway away from dysregulation. Creating opportunities for the pupil to regulate (independently or with support) and developing resilience through growing skill in regaining calm and focus.

We would usually expect this to be successful, and with as much adult support as required, the pupil can once more engage with learning. Over time, we would expect each pupil to be familiar with their coping strategies, to request them on demand, and to embed them within their day. We recognise that avoiding emotional strain is impossible (and even inappropriate) and that pupils must develop techniques to contain and overcome inappropriate stress. If support has not been successful, we offer continued regulatory options. For example, an invitation to leave the work area and go to a place the pupil finds reassuring, i.e. their 'safe place', or to a sensory integration/well-being location.

Containment: If the pupil declines these options and dysregulation continues to escalate, we attempt to manage the environment safely to guarantee the safety of all our pupils. The space is managed by the tactical location of staff members and the removal or replacement of equipment, which may cause risk or add to the escalation. If necessary, other pupils may be asked to leave the location, to keep them safe and remove any noise and potential source of conflict from the classroom.

Physical intervention: (refer to physical intervention policy and national guidance on restrictive practices amended on 1st April 2026.). There are occasions where a pupil's behaviour or presentation can constitute a risk to themselves or others. In these situations, it may be necessary to physically intervene to ensure everyone's safety. We recognise that, for many pupils, restrictive physical intervention has an inflammatory effect and can be counterproductive therefore, physical intervention is only used when the risk of not intervening is likely to cause more harm. It is used as a last resort, with the minimum time and force to make the situation safe. In the event of any restrictive intervention, we value transparency and openness with guardians. Guardians will be informed of any incident involving restrictive intervention, as long as it is in the best interest of the pupil, on the same day or as soon as reasonably practicable. Communication will be made in person whenever possible, but if not possible by telephone or by Dojo. A copy of the school's Physical Intervention Report Form will be emailed or Dojo'd to the guardians.

As a school we are trained under Norfolk Steps to manage these situations, and at all times, the safety and well-being of the pupil is our primary focus (staff are advised that, where possible, less experienced staff should defer to those colleagues with more expertise when these situations arise, but we also recognise that this is not always possible). Each physical intervention technique is individually risk-assessed for the potential harm that its use may cause. There can be **only one** emergency physical intervention, which would be in response to a manifestation not previously observed about that pupil. Following this first emergency, unplanned intervention, guardians and colleagues must be consulted in the composition of a positive behaviour support plan, including risk assessment, with respect to that pupil if there is a significant risk of harm towards pupils or staff or if there has been injuries to pupils/staff.

It is not within our capacity to manage all aspects of a pupil's life, and some factors contributing to dysregulation may be beyond our control. Stress from a pupil's home life or social situation can trigger intense emotional responses, often surfacing in environments where they feel safe to express pent-up frustrations and emotions. Although we consistently strive to maintain communication with families and partner agencies, dysregulation in these circumstances is nearly unavoidable. Our priority is to ensure the safe management of the pupil, as well as the safety of all other pupils and staff under our care.

Norfolk Steps techniques seek to avoid injury to the pupil, however it is possible that accidental and non-intentional bruising or scratching can occur as an unfortunate outcome when trying to maintain safety. Such outcomes are not necessarily an indicator of inappropriate use of the technique. Full evaluation and review of such outcomes will be undertaken by staff from the senior leadership team.

6. Consequences and sanctions

Consequences and sanctions are used within our framework of reinforcing positive behaviour. We must be careful in our use of them so as not to negatively reinforce the behaviour. Sanctions will need to be

appropriate to the individual. They should be applied calmly and with reason - not as an emotional response to a situation.

Agreed sanctions are:

- Temporary loss of privilege
- Verbal reprimand
- Sending to a senior member of staff
- Restriction of leisure activities
- Planned ignoring
- Loss of break (although the importance of providing a dysregulated pupil physical activity to regain regulation is acknowledged)
- Time out (this should only be used as part of an agreed behavioural programme, and only to allow pupils under close supervision, to calm down, gain regulation and be ready to learn)
- Exclusion - only to be used in very extreme and exceptional circumstances decided by the Headteacher. Sanctions used must be agreed by the class team and written on the positive behaviour support plan. This can be discussed and negotiated as part of restorative practice. Once a sanction has been applied the matter should not be revisited. Each session and each day is a new start.

6.1 Fixed term exclusions (suspensions)

We do not believe that exclusions are the most effective way to support pupils with SEND, and we will always strive to adapt and personalise provision for all our pupils to ensure they can access education. In exceptional circumstances, it may be necessary to exclude a pupil for a fixed period, and this would always be considered very carefully. Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the pupil, other pupils or staff is seriously compromised
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of sexual violence/child on child abuse
- Incidents of significant deliberate damage to property.

Decisions to exclude pupils are made on an individual basis and should always be a reasonable and measured response taken by the Headteacher in consultation with the senior leadership team. Exclusions can also be managed internally and a pupil may be removed from class for a fixed period of time.

6.2 Permanent exclusions

Permanent exclusion is a last resort within the KLFT schools and will only be considered after all other avenues of support and intervention have been explored. If necessary, it will be completed in line with the legal guidelines and best practices set by the Department for Education and detailed in the KLF Trust Suspensions and Permanent Exclusions Policy.

7. Bullying

The occasions when bullying occurs in schools for pupils with special needs are very rare. Nevertheless, it is important to have a policy in place in the event of any incidents. Any staff members concerned about bullying of staff should speak to the Headteacher in school immediately or the CEO for Trust staff. The Trust takes seriously the subject of bullying and the potentially devastating consequences it can have on an individual. By ensuring that bullying is key to the Trust's agenda, a safe environment can be provided for all pupils where they can achieve their full potential.

There are many definitions of bullying, but most have three things in common:

- It is deliberately hurtful behaviour
- It is repeated often over a period of time
- It is difficult for those being bullied to defend themselves.

What is Bullying?

At the schools, our definition of bullying is agreed in consultation with staff and pupils.

Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual, either physically or emotionally”. (DfE “Preventing and Tackling Bullying” July 2017). KLFT takes seriously the subject of bullying and the potentially devastating consequences it can have on an individual. By ensuring that bullying is key to the Trust's agenda, a safe environment is provided for all pupils, where they can achieve their full potential.

Bullying is the use of aggression with the intention of hurting/intimidating another person, making it difficult for them to defend themselves. It is deliberately hurtful behaviour that is repeated over time.

Forms of Bullying:

- **Physical** - hitting, kicking, taking belongings
- **Verbal** - name-calling, insults, racist/sexual comments
- **Indirect** - spreading stories, exclusion from groups
- **Cyberbullying** - via phones, social media, electronic communication
- **Prejudice-based** - targeting protected characteristics (race, religion, disability, sexuality, gender)
- **Sexual harassment** - unwanted sexual conduct, comments, physical behaviour
- **Sexual violence** - rape, assault by penetration, sexual assault
- **Child-on-Child Abuse** - bullying is recognised as child-on-child abuse and is a safeguarding issue (KCSIE 2025). Child-on-child abuse can happen inside/outside school and online.

Kingsley Learning Foundation Trust will treat any use of AI to access harmful content or bully pupils in line with this policy, our Anti-Bullying Policy and Use of Artificial Intelligence by Staff in Schools Policy.

Why challenge bullying?

There are a number of very important reasons for challenging bullying behaviours in schools:

- The safety and happiness of pupils
- Educational achievement is hampered
- Providing a model for helpful behaviour; if pupils observe bullying behaviour going unchallenged, other pupils may learn that bullying is a quick and effective way of getting what they want. Those pupils who are being bullied will feel let down by adults in authority
- No school can claim with confidence that bullying does not occur in their environment. We must respond positively and effectively to bullying.

Bullying is never acceptable. All staff should:

- Be aware of what constitutes bullying and help pupils to understand what we mean by bullying
- Listen to any pupil who feels they are being bullied
- Be aware of pupils who cannot speak for themselves and the interaction that occurs around them
- Think about times of the day, parts of the building etc. where bullying may occur
- Stop play fights, mock kicking, etc.
- Stop use of all forms of discriminatory language
- Deal with incidents of bullying promptly
- Record and report all instances of bullying
- Inform guardians via telephone or in face to face contact.

Pupils should be encouraged to:

- Include others in their games and groups
- Not laugh if someone is being bullied
- Tell staff if they see bullying
- Never join in with bullying.

It is appropriate to include bullying during curriculum work in PSHE. All classes have a simple, symbolised accessible booklet outlining the Anti-Bullying Policy, to support pupils' understanding.

If a pupil bullies we will:

- Try to help them understand the effect their behaviour is having on another pupil
- Help them think of ways to make amends
- Give an appropriate sanction
- Support the pupil who is being bullied.

Including sexual violence and sexual harassment between children in schools

Child-on-child abuse is any abuse of a child or children that is perpetrated by another child or children. This includes all forms of sexual harassment, sexual violence and abuse. We strive to create a culture of safety, where pupils are free from harassment or abuse of any kind. We take a zero-tolerance approach to sexual violence and sexual harassment - it is never acceptable, and it will not be tolerated. Sexual violence and sexual harassment can occur:

- Between two children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally).

Harmful sexual behaviour (HSB)

We recognise that children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent.

Pupils in our setting may display a range of sexually related behaviours that are considered inappropriate or sexualised. These behaviours often stem from a lack of understanding of social norms, boundaries, and privacy, rather than from a place of malice or harmful intent. The behaviours can be divided into a few key categories:

- Public self-stimulation and masturbation
- Inappropriate touching of others
- Sexualised language
- Undressing or indecent exposure
- Inappropriate interest in others' bodies

Please refer to Child Protection & Safeguarding Policy.

Mobile Devices in School

Pupils are advised to leave their mobile phones at home, however, if they are needed, for example, for regulatory purposes on transport, they must be handed over to reception until the end of the day. Our concerns are:

- Inappropriate or bullying text messages
- Images or videos taken of adults or peers without permission being sought including ACC devices and AI images
- Making sure all staff, pupils and guardians are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Overseeing the safe use of technology, mobile phones and cameras in the setting
- Setting clear guidelines for the use of mobile phones and smart watch technology for the whole school community.

8. Recording of behaviour management

Where a period of dysregulation has occurred, the Trust uses MyConcern or Arbor to record and report. The staff member reporting the incident is required to write up factual information including what the pupil was doing prior, during and after the period of dysregulation. This may include the trigger for the behaviour if this is known and what actions have been taken.

Information is then sent to the Behaviour Leads at each school who will decide the most appropriate next steps which may include a phone call or meeting with the guardians, an audit of need with the class team or a referral to a professional/outside agency for example.

If the behaviour is part of their normal presentation this may not need to be recorded, staff should seek advice from SLG before recording the information.

When recording concerns staff should include where relevant:

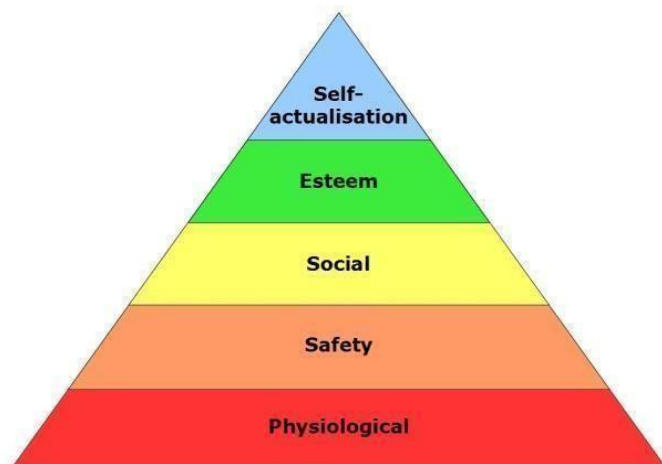
- Antecedents - things that happened **before** the incident
- Any identifiable trigger or indicators
- If this behaviour is unusual for the pupil
- If the pupil is trying to communicate something
- The strategies/motivators that were used
- Contact with guardians:
 - Their response
 - Change or occurrences of significance at home
 - Behaviour at home.
- Peers or staff that were hurt (no names added)
- Holds used if a physical intervention was necessary
- Future support - what will be carried out differently or put in place to support the pupil based on what we learnt through this incident?
- If the Positive Behaviour Support Plan needs to be updated or implemented.

If a physical intervention has occurred staff will ensure that the record of PI is completed and handed to a behaviour lead as soon as possible on the day. This is completed by the end of the working day.

If, after an incident, staff would like support, debrief or to talk through the situation they can talk to their team/middle leader or make this request to a member of the senior leadership team.

Appendix 1 - Maslow's Hierarchy of Needs

For our pupils to learn effectively, their basic needs must be met first. Maslow's Hierarchy of Needs explains that each level of need must be fulfilled before moving to the next. The highest level, self-actualisation, is where we equate with successful learning. For this to happen, any anxieties related to the lower levels must be addressed. We consider these needs when supporting a dysregulated pupil.



When thinking about these needs, we must remember that many of our pupils may not be able to verbally express their needs or distress, especially when upset. Therefore, it's crucial to pay close attention to their behaviour, as it often communicates more than words.

1. **Physiological needs:** These are basic needs like food, warmth, and sleep. Many pupils become dysregulated when hungry, cold, or tired. This is often shown through their behaviour. We can prevent many behavioural issues by ensuring they have access to food, a comfortable temperature, and rest if needed. We also see sensory needs as fundamental and provide sensory programmes to help them stay regulated and ready to learn.
2. **Safety needs:** Some pupils are highly vigilant due to social or medical reasons, making it hard for them to focus. We build strong relationships and create a safe, calm environment to help them feel secure. We also use routines to help them transition between different activities, which supports their learning.
3. **Social needs:** Feeling valued is crucial for effective learning. Positive feedback and a nurturing environment encourage perseverance. We promote a positive outlook on learning through our PSHE programmes and ensure every pupil feels cherished. We foster positive relationships and celebrate each pupil's achievements.
4. **Self-esteem needs:** Pupils achieve more when they feel good about themselves. Many of our pupils have experienced failure in the past, which can lead to negative behaviours. We personalise learning to ensure every pupil is challenged appropriately and experiences success, building their confidence and willingness to take risks in learning.
5. **Self-actualisation:** This is the point where a pupil is fully ready to engage in learning. When they are free from discomfort and anxiety, they can focus entirely on their tasks, feeling secure and confident in their environment

Appendix 2 - The Neuro-Science

The brain controls our thoughts, senses, and behaviours. It has evolved to help us survive and grow, but our brains still respond to challenges like they did for our ancestors. Our brains are shaped by both genetics and the environment, guiding us to stay safe and respond to threats. As educators, we use this understanding to help our learners reach their full potential.

Triune Brain: We use the concept of the triune brain to understand when a pupil is ready to learn. This model helps us see when a pupil can focus on higher-level tasks and when they might be struggling with stress or emotions.

Reptilian Brain: When a pupil is stressed, they operate from the reptilian brain, which is focused on survival - fight, flight, or freeze. At this stage, they can't problem solve or communicate well.

It's important to recognise this distress and help them calm down.

Limbic Brain: The limbic brain handles emotions. While it's not the best for learning complex tasks, emotional experiences can help anchor learning. We remember things better when they are tied to strong emotions.

Prefrontal Cortex: This part of the brain handles complex thinking and learning. We aim to engage this area as much as possible, as it allows for meaningful learning. When a pupil is distressed, we focus on bringing them back to a state where they can engage their prefrontal cortex. We use routines, sensory activities, and communication to help them calm down and be ready to learn again.

The Neurochemicals of Happiness

Humans are naturally drawn to things that make us feel good, like food, love, and safety. These experiences release endorphins, which make us feel pleasure and reduce pain. Dopamine is a key hormone that drives us to seek rewards. At Kingsley Learning Foundation Trust, we use this to motivate our pupils to learn. We ensure they know what they are working towards and regularly experience success. For some, this motivation comes naturally, while others need more immediate and concrete rewards. We use personalised incentives and exciting experiences to keep them engaged and help them achieve their goals. Success and positive relationships boost serotonin and oxytocin levels, reinforcing good behaviour and promoting a sense of well-being.

Connection

Serotonin helps regulate mood, happiness, and anxiety. At Kingsley Learning Foundation, we focus on creating a safe, supportive environment to boost serotonin levels, helping pupils feel content and ready to learn. We praise and reward success, building their confidence. Oxytocin, the "love hormone", strengthens social bonds and trust. We prioritise strong relationships with every pupil, ensuring they feel valued and secure, no matter the challenges they face.

Protection

Cortisol and adrenaline are stress hormones that prepare the body for action. However, constant stress keeps cortisol levels high, impairing memory, concentration, and overall well-being. To combat this, we use routines, structure, and support to help pupils learn to manage stress and self-regulate. Over time, their brains become better at handling stress, allowing them to focus on learning. Oxytocin, released through positive social connections, helps counteract the harmful effects of cortisol. In times of stress, love and connection are essential for healing and growth.

Appendix 3 - Attachment

We all need relationships and connections - they're vital for our survival. From birth, babies seek comfort, food, and closeness from their caregivers. When these needs are consistently met, a secure attachment forms, giving the child a sense of safety. This secure base allows the child to grow, explore, and form connections with the world. Positive connections release oxytocin, the "cuddle" hormone, which makes us feel loved and content.

However, when attachment is not secure, due to factors like absent caregivers, neglect, or ineffective caregiving, disordered attachment behaviours can develop. Children who lack secure attachments may struggle with self-esteem, emotional resilience, and social relationships. They may also be more prone to anxiety, depression, and other conduct disorders. These children often find it hard to trust others, and their past experiences may lead them to challenge and strain relationships, believing they will eventually be broken.

Research shows that early attachment issues can lead to ongoing cognitive challenges. Serotonin deficiency is common in those who have faced adverse childhood experiences, leading to anxiety, low self-esteem, and impulsive behaviour. Dopamine drives the child to seek attachment and the joy of oxytocin release, but without strong relationship skills, these efforts can be inconsistent, preventing the secure relationships they seek.

At Kingsley Learning Foundation, all staff are aware of the factors that affect a pupil's attachment. We use strategies to support pupils who lack a secure base, ensuring that attachment awareness is central to our teaching, learning, and behaviour management. We love all our pupils unconditionally, helping them build stable, consistent relationships with others. We understand how damaging shame can be to a child's mental health, especially when compounded by trauma. Children with Special Educational Needs and Disabilities (SEND) may find it hard to grasp the concept of time, so past traumas can feel as raw as if they happened yesterday. This makes it essential for us to respond to even the most challenging behaviours with love and understanding.

Appendix 4 - Executive Functioning Skills

Attachment disorders can make learning challenging for pupils. While each pupil is different, we can work on specific skills to help them overcome these challenges:

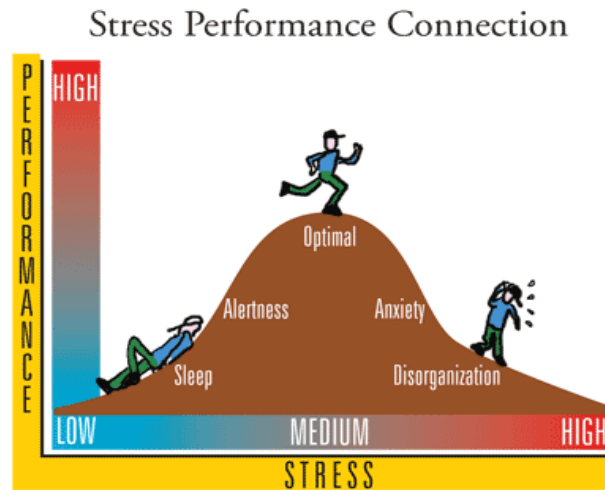
- **Initiation:** Pupils with low self-esteem and anxiety may struggle to start new tasks, often fearing failure. We use strategies like high-motivation tasks and paired working to help them begin.
- **Shift:** Transitions between activities can trigger unwanted behaviours; to ease anxiety, we use visual timetables, countdowns, and routines to make transitions smoother.
- **Inhibition:** Pupils with unstable bonds may struggle to control impulsive behaviours. We provide emotional anchors, like favourite toys, and use personalised rewards to help them improve over time. We focus on building trust, avoiding negative consequences for impulsive actions.
- **Emotional Control:** Pupils may have difficulty managing their emotions, reacting strongly to minor triggers. We use scales, self-monitoring, and adult modelling to help them understand and manage their emotional responses.
- **Working Memory:** Pupils overwhelmed by immediate needs may struggle to remember instructions. We use visual prompts and practice techniques to strengthen short-term memory, which is crucial for learning.

Once progress is made in these areas, we can work on higher-order skills like planning, organising materials, and monitoring, which are essential for learning.

Appendix 5 - Stress

Understanding stress levels is important when working with pupils. A certain amount of stress is necessary to motivate and energise us for learning. However, there are two extremes to be aware of:

- **Under-arousal:** This is a state of low energy where the brain and body are slow and less responsive, making it hard to engage in learning.
- **Overstimulation:** This occurs when stress overwhelms the person, making them focused on self-preservation and fear, which hinders learning.



Ideally, we need to be in a balanced state where we are alert and organised for learning. Many pupils have a very narrow range between under-arousal and overstimulation, making it difficult for them to engage in learning effectively. To help, we need to set learning tasks that are challenging enough to motivate but not so difficult that they cause frustration and distress. Our curriculum is carefully designed and monitored to ensure that challenges are at the right level. If a task is too hard and leads to failure, we learn from it and adjust our approach to provide the correct level of challenge.

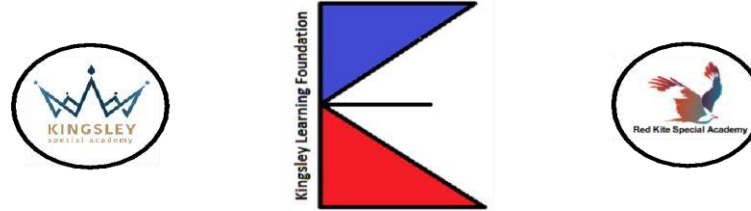
Appendix 6 - Communication

When a pupil is dysregulated, they might not be open to communication, so we focus on their behaviour rather than their words. They may verbally express anger or ask to be left alone, but their actions might show they actually need the adult to help manage the situation. Our approach involves giving them space to be safe while ensuring the safety of others. During this time, we speak as little as possible and use calm, reassuring tones. If the pupil is very stressed, they might need physical activity to release tension. We help them with this until their behaviour shows they are ready to calm down. At this point, we avoid discussing what caused their distress and focus solely on their wellbeing.

Even if the pupil isn't using words, our body language should show calmness and reassurance. Sitting or crouching at their level can be more comforting than standing over them, and keeping our arms relaxed can help. Visual aids for self-regulation can be useful but need to be used carefully, as they might also become a focus for the pupil's aggression.

Pupils with low self-esteem often struggle with shame. While a bit of shame can help them recognise and change their behaviour, too much can worsen their negative self-image. It's vital that they know we love them unconditionally, regardless of their behaviour. We might not like the behaviour or its effects, but our love for the pupil remains constant.

Appendix 7 – Trust Risk Assessment Template



Helping people living in extraordinary circumstances to live ordinary lives

RISK ASSESSMENT RECORD

ACTIVITY and/or ENVIRONMENT TO BE ASSESSED: (Location)
DATE: (Date)

KEY (People at risk)	Likelihood (L)	Severity (S)	Risk Calculation	Risk Rating
E = Employee YP = Young Persons P = Public C = Contractors V = Visitors EM = Expectant Mothers	1. Very Low (rare/very unlikely) 2. Low (unlikely) 3. Medium (could occur/possible) 4. High (likely to occur/probable) 5. Very High (near certain to occur)	1. Insignificant (nuisance/discomfort) 2. Minor (no lost time) 3. Moderate (time loss) 4. Significant (serious/incapacity to work) 5. Major (Death)	Likelihood x Severity = Rating	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #90EE90; padding: 2px; margin-bottom: 2px;">LOW RISK</div> <div style="background-color: #FFFF00; padding: 2px; margin-bottom: 2px;">MEDIUM RISK</div> <div style="background-color: #FF0000; padding: 2px;">HIGH RISK</div> </div> 1- 6 Monitor 8-12 Monitor, review & reduce risk where possible 14-25 Further Action Required

1.Hazards Identified and potential harm it could cause	2. People At Risk	3.Controls in Place	4.Risk Rating				5. Further Action Required/ Recommendations	6.Target Date for Completion
			L	S	Score	Risk		

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Additional Information								
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Assessed by

Date Assessed

Signed by Class Teacher

Signed by Headteacher

Next Review date