



Behaviour Management Policy

Policy Title: Behaviour Management Policy

Version: 1.0

Date: July 2025

Review Date: July 2026

Owner: Executive Headteacher

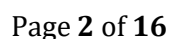
Approval: Governing Board

Contents:

1. Purpose & Commitment
2. Scope
3. Legislation and Guidance
4. Policy Statement & Principles
5. Roles and Responsibilities
6. Procedures & Implementation
7. Monitoring and Review
8. Training and Support
9. Linked Policies and Documents
10. Approval and Signoff
11. Appendices
 - Annex A: Behaviour Management Procedural Flowchart
 - Annex B: Behaviours of Distress
 - Annex C: Positive Behaviour Support (PBS) - Examples
 - Annex E: Use of Reasonable Force – Summary
 - Annex F: Searching, Screening and Confiscation - Summary
 - Annex G: Tools and Templates

1. Purpose & Commitment

Apollo Education commits to ensuring our approach to behaviour management takes into account the background and needs of students in our care, recognises that behaviour management requires an individualised approach, is based on putting in place preventative measures, focuses on positive reinforcement and treats all students with dignity and respect. – in line with the guidance published by Department of Education in September 2022.





2. Scope

This policy applies to all staff, governors, volunteers, pupils, parents and visitors. It covers behaviour in lessons, around the site, school transport, off-site activities, residential and online conduct linked to the school.

3. Legislation and Guidance

Informed by:

- Education and Inspections Act, 2006.
- Education Act, 2011.
- Equality Act, 2010.
- SEND Code of Practice, 2015.
- DfE Behaviour in Schools, 2022.
- DfE Use of Reasonable Force (guidance), 2013.
- DfE Searching, Screening and Confiscation, 2022.
- Keeping Children Safe in Education (KCSIE). 2025.

4. Policy Statement / Principles

This policy seeks to provide staff and other key stakeholders with clear guidelines as to how behaviour is understood and how behaviours of distress are managed in our schools and colleges. A shared understanding and a consistent approach amongst all staff are essential to upholding our values, ensuring our pupils/learners feel safe and providing the best possible support for them.

Principles

Apollo Education believes that behaviour is a form of communication. Further, the attitudes, perceptions and values of the staff working with our pupils/learners will have a significant effect on the incidence of behaviours of distress and the effectiveness of how they are managed.

Our approach, informed by the Ambitious about Autism approach, is to support autistic children and young people through high-quality education whilst affording dignity, respect, and compassion, in all aspects of our provision, including the consideration of mental health and wellbeing.

Guided by our mission to help pupils with ASC develop independence, self-regulation and respect for others, the principles underlying our approach are:

- Ensuring all students are treated with dignity and compassion, are valued, listened to and empowered to make choices and decide on how they want to live their life.
- Setting high expectations with compassion and consistency.



- Understanding and addressing underlying needs, triggers and functions of behaviour.
- Providing structured routines and clear visual supports that reduce anxiety.
- Using restorative approaches that repair relationships and build skills.
- Applying fair, proportionate and inclusive responses, with reasonable adjustments for SEND.

5. Roles and Responsibilities

- Executive Headteacher: accountability and oversight; ensures resources and training; reports to Governors.
- Senior Leadership Team: implements systems; monitors data; supports staff.
- SENCO (where appointed): leads reasonable adjustments, functional assessments and Behaviour Support Plans.
- Designated Safeguarding Lead (DSL): ensures safeguarding thresholds are recognised and acted upon.
- Staff: model expectations; use agreed strategies; record and escalate concerns promptly.
- Pupils: follow rules; engage with support to learn regulation skills.
- Parents and carers: work in partnership; support strategies at home.
- Governing Body: monitors compliance and impact; holds leaders to account.

6. Procedures and Implementation

Implementation takes place across the following strands:

6.1 Teaching and classroom practice:

- Explicit teaching of routines, expectations and social skills.
- Visual timetables and task breakdowns; first-then prompts.
- Positive reinforcement and immediate, specific praise.
- Low arousal approaches and de-escalation techniques

6.2 Individual support and planning:

- When a pupil/learner joins the Apollo Education, a Risk Assessment for behavioural triggers is undertaken, including Behaviours of Distress (see Annex B) is undertaken by the SLT.
- Where this highlights a risk(s) that needs mitigating, a Positive Behaviour Support plan (PBS plan) is developed and implemented. PBS plans define a behaviour of distress and highlight what the causes/triggers are believed to be.
- Proactive PBS intervention strategies are laid out alongside the skills that should be taught to enable non harmful behaviour and behaviour that will support quality of life. The plans also include strategies for managing/reacting to the behaviour of distress



when it occurs. In every plan, the strategies to prevent the behaviour from occurring outweigh the strategies for reacting to the it. See Annex C for example PBS strategies.

- Whilst not all pupils/learners have PBS plans in place, all have personalised support plans, such as Communication, Regulation and Wellbeing Passports, to help staff meet individual needs and support quality of life. This reflects our primary approach to preventing behaviours of distress
- Access to regulation spaces, movement breaks and sensory tools included in PBS plans.
- Classroom teachers and Teaching Assistants inducted into the PBS plan, DSL involved if necessary
- SLT check-ins for targeted pupils.

6.3 Responding to incidents:

- Staff respond to behavioural incidents following the PBS strategies.
- Should behaviour escalate, staff refer to SLT and then Executive Headteacher for support with serious incidents.
- Any incidents with a safeguarding concern are reported immediately to the DSL, following the Safeguarding and Child Protection policy for their management.
- In line with the Use of Reasonable Force guidance for schools (see Annex E for summary) the use of physical intervention will only be incorporated into PBS plans in instances where behaviours of distress present an immediate and clear risk to keeping everyone safe. In such cases this would be agreed in consultation and agreement with Parents/Carers and this will be communicated to the Local Authority.
- Any use of Reasonable Force will follow the PBS plan, and any incident requiring Reasonable Force will be logged (see Annex G) with all records being recorded by the DSL with the Executive Headteacher notified.
- Any need for searches will follow the Searching, Screening and Confiscation DfE guidelines (see Annex F), and will only be undertaken with 2 staff members present, one being an SLT member.
- Following any serious incident, a debrief will be undertaken with the staff member, student and SLT member, with necessary adjustments made to the PBS plan and significant amendments communicated to Parent/Carers.

6.4 Reporting

- Serious incidents are reported immediately by staff to the SLT, and to the Executive Headteacher where necessary.
- Parents/carers are informed for significant incidents.
- Where thresholds are met, referral to the Local Authority safeguarding or behaviour team and other agencies will be undertaken by the SLT/DSL/Executive Headteacher.

6.5 Escalation – MDT process



- Challenges in meeting needs - This policy highlights how failing to meet the physical and psychological needs of autistic young people with and without learning disabilities can result in behaviours of distress. It is important that staff are able to understand and meet these needs within the setting/ environment and are able to address behaviours of distress as a result, and where this results in being unable to keep a young person or those around them safe, we will involve external agencies around that young person, usually this means holding a multi-disciplinary team (MDT) meeting.
- The purpose of an MDT meeting is to ensure that all stake holders are aware of the circumstance(s) leading to the meeting being held and to fully explore every avenue of support that can be provided for the young person. Decisions made about the setting's ability to meet an individual's needs will ultimately be decided at an annual review or emergency annual review where decisions about alternative provision can also be explored. This differs to decisions made to permanently exclude a young person as outlined in our settings' exclusion policies

7. Monitoring and Review

7.1 Monitoring

- All PBS plans are reviewed 'as and when' needed based on incidents and adjustments required, and on a termly basis.
- The SLT maintain a record of behavioural incidents (including any use of Reasonable Force) and reviews data on a half termly basis, with actions tracked to completion, reviewed by the Executive Headteacher.
- A termly summary of behaviour is sent to the Governing Body, including any use of reasonable force and searches.

7.2 Review

- The Executive Headteacher and Governing Body oversee policy compliance.
- The Executive Headteacher and governors will review this policy each year. The views of the children, parents, lunchtime staff, extended school staff and other support staff may be sought and considered in this review.
- If at any time deficiencies or weaknesses in the Behaviour Management policy and procedures are identified they will be addressed by the School and staff immediately and remedied.
- If there are changes to statutory guidance this policy will be reviewed, with updates communicated to staff and parents.

8. Training and Awareness

- All staff: induction plus annual training in behaviour management, de-escalation and ASC-specific approaches.

Apollo Education Policy



- For identified staff requiring additional support
 - Positive handling training, PBS training.
 - For less experienced staff, engagement in a three-step process before working “one-to-one” with learners (e.g. for Teaching Assistants)
 - Firstly, training with specific learners and their individualised support plans takes place through a day of shadowing with another team member.
 - The second training opportunity allows for new staff to start to build a rapport with the young person that are supporting, alongside a fully trained and competent team member, taking a lead with the full support of a second staff member.
 - The final stage of training allows the new staff member to take the lead for a full day with the support of an experienced staff member on hand but taking a step back.
 - Staff are also regularly supervised and supported by their line managers and, where appropriate, through clinical supervision meetings. Regular inset days and monthly twilight trainings should be used to ensure that staff members remain up to date and fully supported to engage in best practice.
- SENCO (if appointed) and SLT: advanced training in functional assessment and planning every two years.
- DSL/SLT/Executive Headteacher: in depth training on PBS and behaviours of distress, and thresholds for safeguarding and multi-agency working.
- Governors: annual oversight training on behaviour, SEND and safeguarding links.
- Parents: annual workshops and guidance on supporting regulation and routines at home.
- Pupils: termly PSHE on self-regulation, relationships and problem-solving.

9. Linked Policies and Documents

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Attendance Policy (which includes Exclusion approach)
- Equity and Inclusion Policy
- Health, Safety and First Aid Policy
- Staff Recruitment and Management Policy (including Code of Conduct)

Apollo Education Policy



10. Approval and Sign-Off

Signed:

Headteacher:

DocuSigned by:
Tia Soli
46111912F799451...

Date:

9/5/2025

Chair of Governing Board:

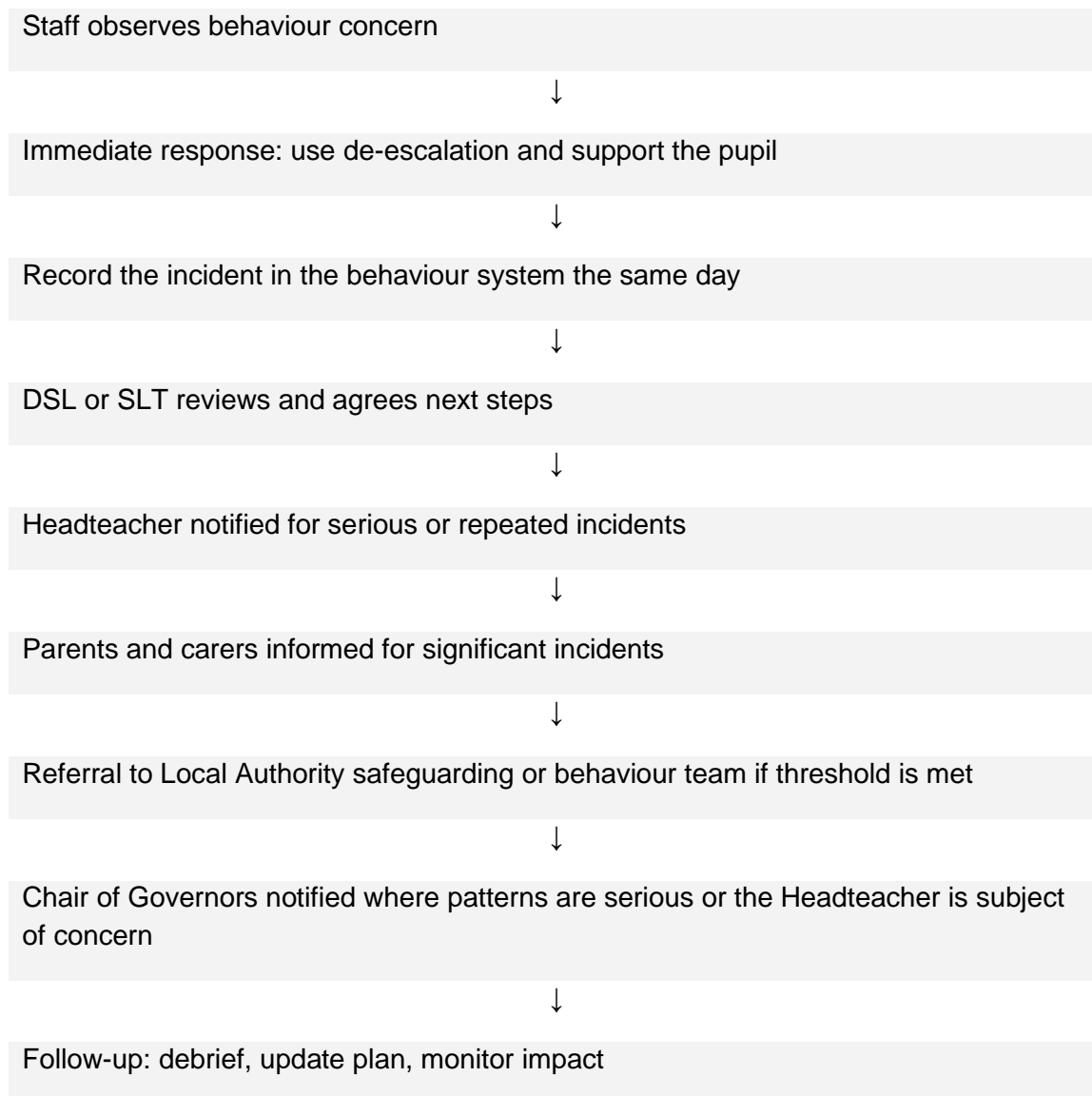
DocuSigned by:
Amit Varma
5166426F131E4DE...

Date:

9/5/2025



Annex A: Behaviour Escalation Flowchart





Annex B: Behaviours of Distress

Categories

Within SEND/ASC settings 'behaviours of distress' typically fall within the following categories:

- Self-harm (e.g. head banging, biting)
- Harm to others (e.g. hitting, pushing, punching, scratching, biting, throwing)
- Damage to property (e.g. smashing equipment, ripping displays, forceful opening of doors)
- Vocalisation (e.g. swearing, screaming, shouting)
- Sexualised behaviour (e.g. masturbation or inappropriate touching)
- Pica (e.g. eating non-edible items) These behaviours are considered to signal distress when they are of an intensity, frequency or duration as to impact on the quality of life and/or the physical safety of the young person or those around them.

Causes of behaviours of distress

Behaviours of distress can often be perceived as a 'problem' to be treated or stopped. This is not the case in our settings. Behaviours of distress in our settings are nearly always a response to adverse environmental circumstances and serve a function.

Behaviours of distress are not likely to occur when a young person:

- Understands what is happening and is understood by those around them;
- Is doing things that they have chosen to do or with people that they have chosen to be with;
- Is healthy and not in pain or discomfort;
- Is with others with whom they have positive relationships;
- Feels comfortable and safe in the environment; and
- Is meaningfully engaged. Therefore, when behaviours of distress arise, young people are not to be blamed or punished for their behaviour, instead, we must consider:
 - How the behaviour is serving a function for the individual; and
 - What the behaviour is communicating. We do this through utilising Positive Behaviour Support (PBS). It is important to note that we only seek to address the development of behaviours that support quality of life and we do not teach behaviours for the purpose of 'normalising'. For example, self-stimulatory behaviour ('stimming') would not become a focus of intervention unless this severely impacted on quality of life for an individual.

Underlying causes

Apollo Education Policy



Behaviour is a form of communication, common functions include:

- Escape or avoidance, trying to get away from an overwhelming situation or task
- Access to items, seeking preferred objects or routines
- Sensory regulation, engaging in behaviours that provide comfort
- Social interaction, attempting to gain attention or connection



Annex C: Examples of Positive Behaviour Support (PBS)

PBS is an intervention framework for supporting people with behaviours of distress. The framework enables support to be offered that focusses on:

- Enhancing the quality of life for the individual and others involved in their life;
- Developing an understanding of the behaviour based on an assessment of their social and physical environment;
- The full inclusion and involvement of the individual being supported, their family members and/or their advocate; and
- Developing, implementing and evaluating the effectiveness of a personalised system of support. PBS involves provision of a tiered system of support to facilitate a focus on prevention as well as response. The level of provision a learner accesses is determined by the team of professionals supporting them in our settings.

Approaches to PBS follow a tiered approach, as outlined in the diagram below.

For each tier, strategies may include:

Tier 1: Universal strategies for all pupils:

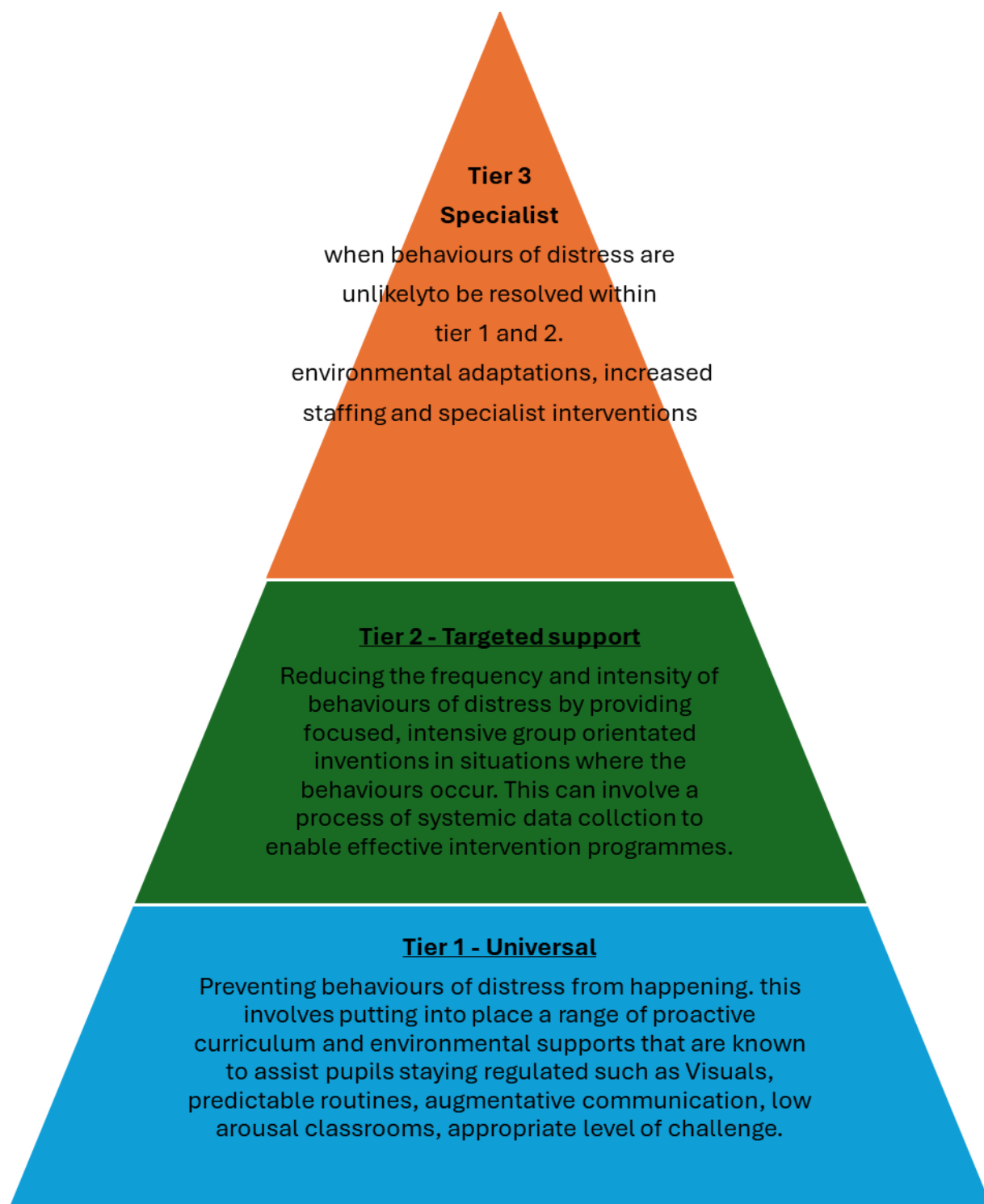
- Visual schedules and clear routines
- Pre-correction and checklists
- Low arousal communication and reduced language
- Environmental adjustments, sensory tools and movement breaks
- Structured choices and first-then prompts
- Consistent reward systems with specific praise

Tier 2: Targeted strategies for some pupils:

- Individualised reward menus linked to interests
- Social stories and comic strip conversations
- Check-in and check-out with a key adult
- Emotion coaching and scales of regulation
- Break cards and access to a safe base

Tier 3: Specialist strategies for a few pupils:

- Multi-agency planning with external professionals
- Behaviour Support Plan with SMART targets and crisis plan
- Functional assessment using ABC analysis and plan revisions
- Individual risk assessment and Positive Handling Plan





Annex D: Use of Reasonable Force – Summary

Principles:

- Use only when necessary to prevent harm to the pupil or others, serious property damage or serious disruption to learning.
- Use the minimum level of force for the shortest time.
- Avoid pain inducing techniques. Never restrict breathing or apply pressure to the neck or joints.
- Consider reasonable adjustments for pupils with ASC and SEND.
- Duty of care extends to both pupil and staff.

Do:

- Use de-escalation first and call for assistance
- Use approved holds only if trained and authorised
- Move to a safer space if needed and feasible
- Record the incident the same day using C3 Physical Intervention Record
- Inform parents as soon as practicable
- Offer medical checks and staff and pupil debrief
- Notify the Headteacher; include in termly governor reporting

Do not:

- Use force as punishment
- Use dangerous or pain-inducing holds
- Use holds that restrict breathing
- Continue once the risk has subsided



Annex E: Searching, Screening and Confiscation - Summary

Searches must follow DfE guidance. Consent should be sought where appropriate. Without consent, searches are permitted for prohibited items or where there are reasonable grounds. Two staff should be present where possible and a same-sex member of staff conducts the search unless immediate risk requires otherwise. Keep records of all searches. Make reasonable adjustments for pupils with ASC and SEND.

Prohibited items include: knives or weapons, alcohol, illegal drugs, stolen items, tobacco or vapes, fireworks, pornographic images and items used to commit an offence or cause injury or damage.

Record keeping should include: date, time, staff present, grounds, items found, actions taken and parent notification.

Apollo Education Policy



Annex G: Tools and Templates

C1. Behaviour Support Plan (BSP) – outline (to be adapted by SLT for use):

Pupil: _____ Tutor: _____ Date: _____

Strengths and interests: _____

Needs and triggers: _____

Targets (SMART): _____

Strategies and adjustments: _____

Crisis and de-escalation plan: _____

Review date: _____ Lead: _____

C2. Physical Intervention Record:

Pupil	Date and time	Staff involved	Reason for intervention	Technique used	Duration	Injury Y/N	Parent informed	Debrief completed	Sign-off
-------	---------------	----------------	-------------------------	----------------	----------	------------	-----------------	-------------------	----------