



Wilson Stuart School

A Special Academy



BEHAVIOUR AND RELATIONSHIPS POLICY

Date Adopted: June 2026
Date to be revised: June 2027

Rationale

Wilson Stuart School believes that positive relationships are the foundation for learning and well-being. We create a safe, inclusive, and nurturing learning environment through prioritising emotional safety, co-regulation, self-regulation, and personal growth, to enable our learners to express themselves safely and positively.

Our trauma-informed community, supported by Team Teach principles ensures our approach to behaviour is compassionate, consistent, and tailored to the diverse needs of our learners.

We recognise that behaviour is communication and dysregulation signals unmet needs or distress—not “bad behaviour.” Dysregulation may relate to sensory processing, transitions, communication differences, anxiety, or past trauma. Our focus is on understanding, connection, and support, rather than compliance.

This policy supports the whole school ethos, relating to other policies and is linked to legislation and advice from the Department for Education (DfE) for the following:

- Anti-bullying.
- Online Safety and Online Behaviour.
- Mobile Phone.
- Safeguarding and child protection.
- RSE.
- ‘Behaviour in schools’ DfE (2024).
- ‘Keeping Children Safe in Education’ DfE (2025).

Values and aims:

In our school, we embed the values of CIRCLE in ways that are meaningful and accessible for all learners. We also recognise the Trusts key values that drive us forward to ensure ‘Better Never Ends’.



We support clear and positive communication using a range of methods, encourage independence at each learners' level, and build resilience through safe routines and supportive relationships.

We nurture confidence by celebrating every achievement, create leadership opportunities that reflect individual strengths, and promote self-esteem by valuing each learners' unique voice and identity.

These values guide our behaviour and relationships, ensuring our school is a safe, inclusive, and nurturing place where every learner can thrive.

We aim to:

- Agree clear standards of behaviour, rooted in safety and respect.
- Provide an engaging and appropriate curriculum based on personalised learning.
- Provide a caring environment, established through consistency and predictability where all learners feel safe, secure, valued, and understood.
- Promote respect, tolerance, and collective responsibility across the school community.
- Ensure the policy aligns with inclusive practice, encouraging self-regulation, independence, and pride in achievement.
- Foster and develop intrinsic motivation where our learners build positive relationships because they want to, not just because of external rewards or sanctions.
- Use neurodivergent-affirming language (Appendix 1) to imbed the school's commitment to inclusion, safeguarding, and equal opportunities.
- Adjust expectations according to each child's developmental stage and lived experience.
- Support the development of regulation skills that prepare learners for life and society.
- Provide training and development opportunities for all adults in school to ensure effective implementation of a variety of strategies at universal and targeted level. In relation to this policy there is a particular focus on; TIAS, ACES, Team Teach, Emotion Coaching, understanding Dysregulation, Restorative Practice, Sensory Processing Difficulties (SPD) and engagement in learning across all pathways.
- Apply restorative approaches where staff take time to reflect with learners after any period of dysregulation/ incident, in appropriate ways based on individual need. (Appendix 3).

- Work closely and collaboratively with families to create a culture where everyone is supported and treated with dignity and respect.
- Deliver a consistent framework, through the 'Regulation Support Process' (Appendix 2) that aims to be proactive in investigating the reasons for dysregulation that may be shown, establishing strategies that are effective and increase engagement in learning, minimising the impact on others in relation to their learning and to keep staff and learners safe.

Roles and Responsibilities:

Adults in school will:

- Follow the guidance set out in this policy.
- Model empathy, fairness, respect, kindness, and repair.
- Reinforce expectations through total communication (speech, signs, visuals).
- Understand the unique differences and circumstances of each learner and how their circumstances may influence behaviour and dysregulation. For some learners, this will include personalised documentation, linked to their individual needs.
- Maintain consistency in routines, strategies, and responses.
- Record dysregulation using the appropriate systems in school (currently CPOMS), tagging relevant staff members, following PIPAA guidance.
- Follow the 'Regulation Support Process' (Appendix 2) to work collaboratively as a school to support each learner's needs.
- Celebrate achievements with parents/carers through positive communication via class Dojo.
- Celebrate the school's CIRCLE values on Class Dojo by providing individualised, purposeful feedback. Recognition and celebration will be based on the quality of learners' contributions rather than the accumulation of points.
- Seek support and guidance if unsure of any language/strategies/support systems outlined in this policy.

Apply Positive Approaches by:

- Implementing Team Teach strategies - emphasising prevention, early de-escalation (calm tone, slower speech, reduced language, appropriate positioning), and respectful guiding if required.
- Embedding Emotion Coaching (Appendix 4), guiding learners to recognise, validate, and manage feelings appropriate to individual need.
- Providing Low Arousal responses (Appendix 7)—calm voices, reduced demands, and space when needed—to support recovery and maintain dignity.

- Providing meaningful choices to support independence and self-esteem.
- Actively listening, showing unconditional positive regard, following up concerns appropriately.
- Using supportive language focused on what to do (“Please sit down”) rather than what not to do.
- Offering grounding activities dependent on the individual's preferences (breathing, sensory tools, nature, music, safe space).

SPARK Team (Supportive Practices for Awareness, Regulation, Kindness) Roles and Responsibilities:

Designated staff within the team will:

- Ensure new staff are supported to understand and implement the policy, through the school’s induction process, as well as providing refresher training sessions for existing staff. Particular attention will be paid to:
 - Recognising and identifying different types of dysregulations across the different pathways, for example, Emotional, Impulsivity, Behavioural and Cognitive.
 - Team Teach principles
 - Trauma Informed Approaches
 - Emotion Coaching
 - ACES
 - Medical Trauma
 - Varying levels of alertness and regulation throughout the day
 - Sensory Processing Difficulties (SPD) and Sensory Integration
 - Low Arousal Techniques
 - Modelling strategies and support systems for individuals when input beyond universal strategies are suggested, for example, modelling sensory regulation tools from a sensory diet plan.
 - PELICAN
- Monitor dysregulation logs – providing written feedback when necessary.
- Demonstrate curiosity and compassion when investigating the reasons for behaviours and dysregulation that may be shown.
- Follow the Regulation Referral Process (Appendix 2) to support learners and staff members when 5 incidents of dysregulation/behaviour are logged in short time frame, or where a single major incident occurs.
- Provide universal, targeted, targeted plus and specialist strategies that respond flexibly to need, including:

- **Universal:** Environment, routines, safety, and relational practice.
- **Targeted:** Individualised plans created/interventions accessed.
- **Targeted Plus:** Behaviour Support Plan for individuals
- **Specialist:** Personalised crisis response and external agency support.

Examples of how the SPARK Team may liaise with and support school staff at universal, targeted, targeted plus, and specialist levels across the school:

Universal:

- Environmental and routine support systems may be provided and modelled by the team/pathway leads.
- Team Teach principles may be re-visited and modelled with individual learners and staff.
- Levels of engagement may be discussed with suggested adaptations e.g., increase multi-sensory resources, additional use of visuals and processing time.
- Social stories, talking mats and visual supports may be suggested.
- Staff training needs may be identified.

Targeted:

- Sensory needs will be identified through a sensory checklist.
- Personalised plans developed to outline sensory diets and sensory circuit activities, informed by completed sensory checklists.
- Interventions provided with intervention team once a referral has been made.

Targeted Plus:

- Behaviour Support Plan created when incidents become more frequent and/or are escalating and a more detailed plan is required (Appendix 8).

Specialist:

- Consult SSOS, OT, EP, FTB for bespoke guidance to support individual.

SPARK team may review and identify logs for whole-school triggers, training needs, updated plans, parent/carers involvement when persistent major incidents are logged.

Learner Responsibilities:

We aspire that all learners' behaviour is positive, respectful, and conducive to a safe and supportive learning environment.

Within our school, we recognise that every learner has an Education Health Care Plan (EHCP) and that dysregulation may be linked to underlying needs. We continue to support all learners to take responsibility for behaviour and relationships by modelling, teaching and embedding:

- Treating others with kindness and respect
- Following instructions from staff to ensure safety
- Celebrating the achievements of others
- Respecting the school environment.

Parent, Carers and Family Responsibilities:

We recognise that positive behaviour and relationships are most successful when school and home work in partnership.

Parents, carers, and families play a vital role in supporting learners to meet expectations and thrive within our school. We value their commitment to working alongside staff to ensure consistency, understanding, and encouragement.

We ask parents, carers and families to support us through;

- Modelling positive behaviour and relationships
- Working collaboratively with staff, engaging in open conversations
- Celebrating achievements
- Respecting the school environment and community.

Recognising and Celebrating Achievements:

Wilson Stuart School celebrates achievement in ways that are flexible, meaningful, and individualised. Celebrating and recognising achievements are not used as control, but as recognition of effort, progress, and success.

Our CIRCLE Values are embedded by all stake holders. Staff actively incorporate CIRCLE when praising, celebrating and reflecting with learners across the pathways throughout the day/end of lessons. Classroom's display (Appendix 5) will be used as a reference point.

Celebrations

Class Dojo is used to share and celebrate positive moments, achievements, and communicate success with families. CIRCLE values are reinforced and referenced here.

Learners may select from a given list of ways to celebrate, tailored to their motivations and interests. Examples may include:

- Celebration postcards sent home.
- Certificates recognising progress or effort.
- “Shout-outs” in class, assemblies, or newsletters.
- Additional time for favoured activities.
- Sharing achievements with parents/carers through Class Dojo or phone calls.
- Displays of work or peer recognition in class.

Celebrations are always individualised, acknowledging that what motivates one learner may differ for another.

Whole School Reward Principles:

All rewards at Wilson Stuart must be:

- Linked to CIRCLE values - All praise, celebrations and Dojo awards should reference CIRCLE values.
- Meaningful & individualised - Rewards must reflect the unique needs and strengths of learners and avoid “one size fits all” systems. They should recognise effort, engagement, co-regulation, self-regulation and progress.
- Accessible for all Learners - This includes visual, sensory, AAC, musical, or experiential rewards.

Appendix 9 outlines the schools ‘Levels of Celebrations’ across the pathways.

Restorative approaches:

Restorative practice in our school is a relationship-centred approach that prioritises understanding, connection, and accountability over punishment.

Restorative conversations are adapted to individual needs, using visual aids, simplified language, additional processing time, or trusted adults to ensure every learner can participate meaningfully. Rather than focusing solely on rule-breaking, restorative practice helps learners develop emotional literacy, problem-solving skills, and a sense of belonging.

Following incidents of dysregulation learners will be supported to repair and strengthen relationships with themselves and others. Staff will prioritise empathy, respect, and reconciliation over punitive measures.

A supportive framework for restorative conversations (Appendix 3) focussed on dialogue, reflection and understanding will be used by staff for learners who this is appropriate. Within some of our pathways, staff will tailor with visuals/AAC, sensory tools and sensory integration equipment.

Support plans:

As above – plans created at Targeted and Targeted Plus level.

Use of Reasonable Force:

Reasonable force covers a range of interventions that involve physical contact with learners. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a learner from:

- Being a danger to themselves or others
- Risk of serious damage to the environment
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety, respect and dignity of all concerned
- Never be used as a form of punishment
- Be recorded accurately and reported to parents/carers
- Be reasonable, proportionate, and necessary.

This provision applies when a member of staff is on the school premises and when he/she has lawful control e.g., an educational visit.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the learner, including SEND, mental health needs or medical conditions.

As a school we use the Team Teach approach to support behaviour management. We have staff across the trust trained as Team Teach Trainers. All class-based staff receive initial training and regular refreshers in Level 1 Team Teach strategies.

This supports the philosophy that approximately 95% of all so-called behaviours that challenge can be addressed using positive non-physical intervention and the use of a whole school proactive approach.

As a school we will always aim to act in the best interest of the learners. This means in principle any decisions that are made by staff must take into paramount consideration the learner's welfare and this should take precedence over all other possible actions.

The Education and Inspections Act 2006 gives examples of the types of circumstances in which use of reasonable force may be legally defensible such as self-injurious behaviours, causing injury to other children, staff, parents and visitors and causing significant damage to property.

It is not always possible to predict all risks relating to a specific behaviour of a learner. When an unforeseeable risk presents itself, a dynamic risk assessment can be undertaken. This means that staff make decisions that are reasonable and proportionate and then act in the best interests of the learner. When this occurs a debrief will take place as soon as possible afterwards and all supporting Behaviour support plans and risk assessments updated accordingly.

Team Teach approved physical interventions seek to avoid injury to our children and young people, but it is possible that bruising and scratching may occur accidentally. These are not necessarily a failure of professional technique, but a regrettable and infrequent 'side effect' of ensuring that our children and young people remain safe.

If a physical intervention occurs, this is subsequently recorded on the learners Behaviour support plan and shared with all adults supporting the child/young person, including parents.

Use of seclusion, removal from classrooms, breakout:

Definitions:

Seclusion: Forcing a child or young person to spend time alone against their will. This requires statutory powers other than in an emergency when it is the most reasonable, proportionate and the last resort and is used for the shortest period possible.

Removal from classrooms: Removing a child/young person from a situation but actively monitoring and supporting them to regulate and re-integrate into class as successfully and after an agreed period of time.

To be used after a serious incident, a learner is required to spend a limited amount of time out of the classroom supervised by an appropriate member of staff at the instruction of a member of SLT. Parents to be informed on the same day if their child has been removed from the classroom. The learner still accesses the curriculum and stays on timetable if appropriate.

Breakout: Used as a planned approach as outlined on an individual's support plan to manage dysregulations that challenge and to allow them to regulate and re-engage as successfully and as reasonably possible.

As a school, we work with children and young people to ensure their timetable and daily structure suits and supports their regulation, sensory diet and learning. This may mean learners use areas of the school as other learning spaces or as planned time out or withdrawal areas to help them calm or to provide sensory regulation strategies.

We use this proactively and in a planned manner. As a school, we aim not to use seclusion but acknowledge that this may have to be employed in an absolute emergency for the shortest time possible. If this is every used it will be reviewed by the leadership team and strategies put into place immediately and accordingly.

Suspension and permanent exclusion:

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent extreme behaviours that challenge which has not improved following in-school interventions and support systems.

Refer to the DfE 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (2024)

The decision to suspend or exclude will be made by the Executive headteacher and only as a last resort.

Searches, Screening and Confiscation:

If a learner is found in possession of a prohibited item as outlined in the DfE 'Searching, screening and confiscation: advice for schools' (2022) the police will be contacted. Wilson Stuart School considers prohibited items as those listed as:

- knives and weapons
- alcohol
- illegal drugs
- stolen items

any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the child or young person) an article specified in regulations:

- tobacco and cigarette papers including vapes and e cigarettes
- fireworks
- pornographic images

Confiscation:

Any prohibited items found in a learner's possession because of a search will be confiscated. These items will not be returned to the learner.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to learner after discussion with senior leaders and parents/carers, if appropriate.

Searching a learner:

Searches will only be carried out by a member of staff who has been authorised to do so by the Executive headteacher, or by the Executive headteacher themselves. At Wilson Stuart School searches, can only be carried out by a DSL.

Searches will only be carried out with prior approval from the executive headteacher or lead DSL. Searches must be carried out in a private place such as an office or empty classroom to ensure the learners' dignity is maintained. The search will only take place on the school premises or where the member of staff has lawful control or charge of the learner, for example on a school trip.

Searches will be witnessed by another DSL or staff member and, if the DSL conducting the search is not the same sex as the learner concerned, the witness will be. When searching a learner, they will be asked to empty their bag/pockets into a plastic tray or box and the staff member will avoid touching the person's belongings where possible. This is to ensure a fair and dignified process takes place.

An authorised member of staff (DSL) of a different sex to the learner can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the learner; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to the Executive Headteacher and site Heads of School. and make sure a written record of the search is logged on CPOMS.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Executive headteacher, designated safeguarding lead who may have more information about the learner. During this time the person will be supervised and separated from other learners.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the learner is in possession of a prohibited item.

An appropriate location for the search will be found. Where possible, this will be away from other learners.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether or not doing the search would put other learners or staff at risk
- Consider whether the search would pose a safeguarding risk to the person
- Explain to the learner why they are being searched
- Explain to the learner what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the learner the opportunity to ask questions
- Seek the person’s co-operation

If the learner refuses to agree to a search, the member of staff will contact the executive headteacher or a designated safeguarding lead, to try to determine why the person is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the learner harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a learner’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g., a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching possessions:

Possessions means any items that the individual has or appears to have control of, including:

- Desks
- Lockers

- Bags

A learner's possessions can be searched for any item if the person agrees to the search. If the individual does not agree to the search, staff can still carry out a search for prohibited items.

An authorised member of staff can search a learner's possessions when the individual and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL):

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a learner was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items, including incidents where no items were found, will be recorded on CPOMS.

Informing parents/carers:

Parents/carers will always be informed of any search for a prohibited item. A DSL will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any consequences that have been applied to their child/young person.
- Inform them of any external agency involvement, where necessary
- Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the individual may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Mobile phones:

Learners are permitted to bring a mobile phone into school for travel. When arriving/ during registration time it should be switched off and kept inside their bag handed in to the class teacher where it will be securely locked away. If a learner is found to have a mobile phone on their person during the school day, they will be asked to hand it in, and parents will be informed.

Under the direction of the executive headteacher a DSL can search a learner's phone if they have reason to believe it is/has been used to commit an offence or cause personal injury. All searches must be authorised by the executive headteacher we will seek and act on the advice of the police.

Certain types of conduct, bullying or harassment can be classified as criminal conduct. Wilson Stuart School takes such conduct extremely seriously and will involve the police or other agencies as appropriate. Such conduct includes but is not limited to:

- Consensual and non-consensual sharing of nude or semi-nude images or videos
- Up skirting
- Threats of violence, abusive calls, emails, social media posts or texts directed at someone based on ethnicity, religious beliefs, sexual orientation etc.

If during an investigation, staff believe that an indecent image of children or adults is on the phone or device, they should not view the image. The Designated Safeguarding Lead and the Executive headteacher should be informed and the phone or device will be confiscated and secured by the Designated Safeguarding Lead, the police will then be contacted to continue the investigation.

The return of the phone or device will only be sanctioned on the conclusion of the police investigation.

Exceptions to the rules are permitted, e.g., for medical or personal reasons such as apps to monitor diabetes.

(See mobile phone policy for more information).

Online behaviour:

The school will respond to learners for online misbehaviour when:

- It poses a threat or causes harm to another learner
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The learner is identifiable as a member of the school

Staff will respond to any incidents on school premises or elsewhere when the learner is under the lawful control of a staff member.

(See Online Behaviour policy for more information).

Malicious allegations:

Where a learner makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to issue a consequence to discipline the individual in accordance with this policy.

Where a learner makes an allegation of sexual violence or sexual harassment against another learner and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to issue a consequence to discipline the learner in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the learner who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to CASS may be appropriate.

The school will also consider the pastoral needs of staff and learners accused of misconduct.

Please refer to our EIAS child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other learners.

Policy review:

The policy will be reviewed annually by the executive headteacher and governing body.

Information in Appendix is subject to amendment as the implementation within school develops.

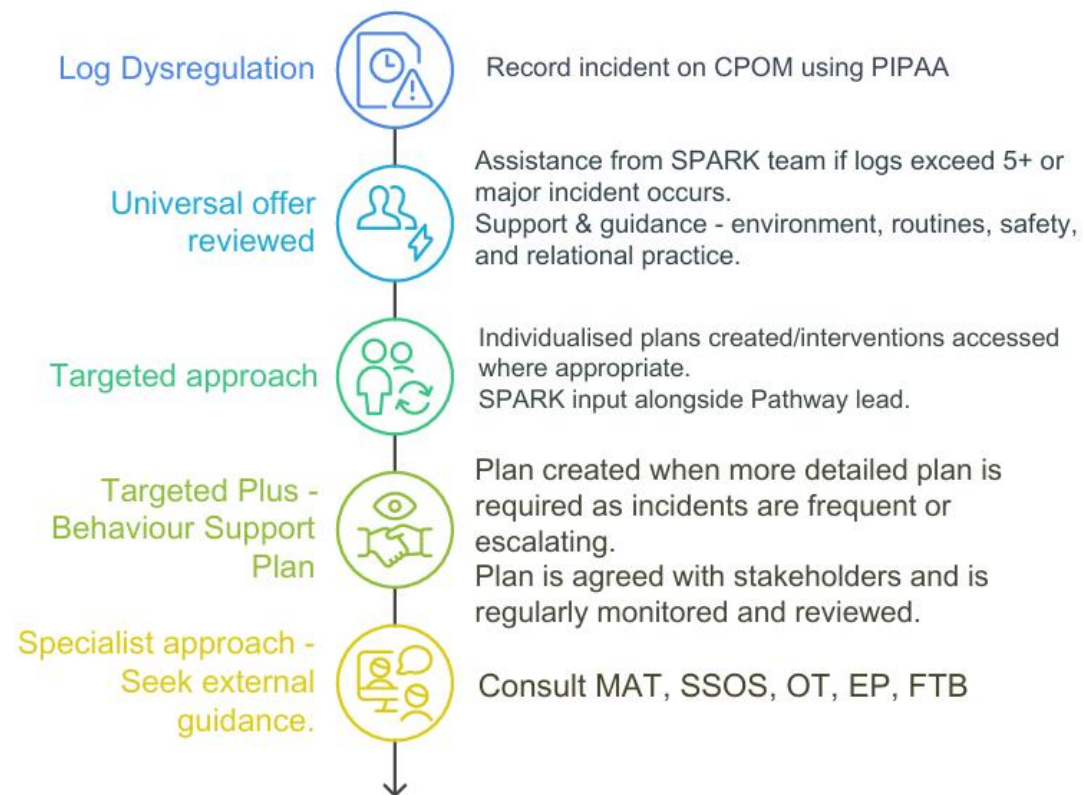
Appendix 1

Neuro-affirming language:

Neurodivergent-affirming language comes from the neurodiversity paradigm and movement (Hartman, O'Donnell-Killen, Doyle, Kavanagh, Day & Azevedo, 2023).	
Neurodivergent-affirming language is a direct result of the Neurodivergent movement and focuses on using language that encourages, accepts and acknowledges the Neurodivergent existence. https://ndconnection.co.uk/resources/p/nd-affirming-language-guide	
Neurodiversity -The human existence is enriched by neurodiversity.	
Neurodivergence - Autism is a Neurodivergence, an Autistic person is Neurodivergent.	
Use of language	
Non-neuro-affirming:	Neuro-affirming:
Special needs	Individual needs
Area of need	Area of development
Disorder	Difference
Non-verbal	Non-speaker or communicates in the following ways....
Low/high functioning	Variable support needs (high support needs and low support needs)
Symptoms	Traits or characteristics
Autism Spectrum Disorder (ASD) or Autism Spectrum Condition (ASC)	Autism
People with Autism	Autistic
Challenging behaviour	Dysregulation
Tantrum	A child's response to... or use of specific descriptions
Fixated/obsessed/repetitive	Has a preference for...
Restricted interests	Interests/hobbies
Problem	Diagnosis

Appendix 2

Regulation Support Process

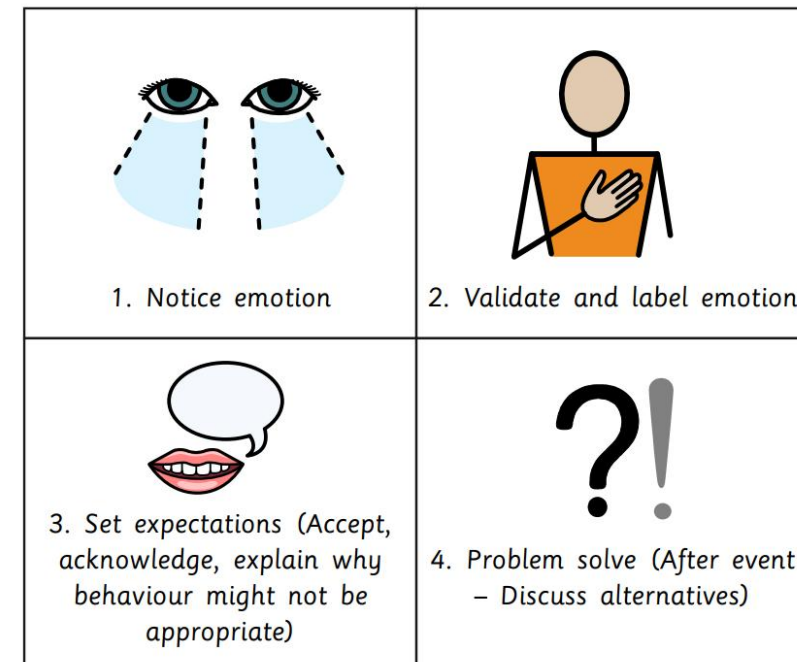
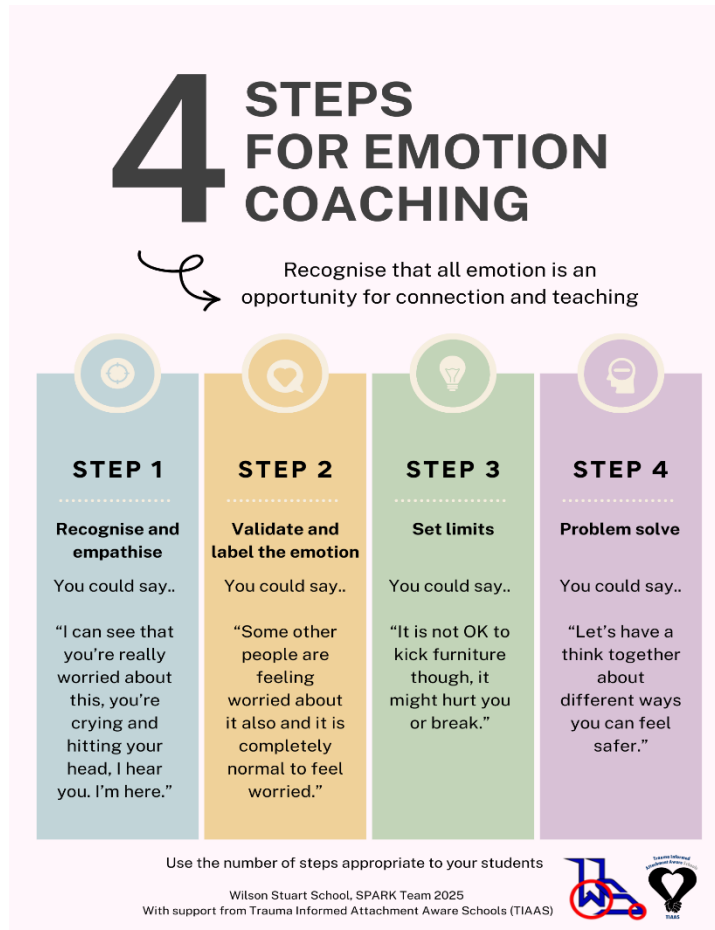


Appendix 3

Restorative approaches and conversations:

1. Establish a safe space: Staff create a calm, respectful environment where learners feel comfortable sharing their perspectives.
2. Invite sharing: Learner/s involved is/are encouraged to express their feelings and experiences without interruption.
3. Acknowledge impact: Learners reflect on how their actions have affected others, fostering empathy.
4. Collaborate on solutions: Together, staff and learners discuss ways to repair harm and prevent future issues.
5. Agree on actions: Clear, achievable steps are agreed upon to restore relationships and support positive behaviour.
6. Follow-Up: Staff check in with learners to ensure commitments are upheld and relationships are mending.

Appendix 4



Appendix 5

Esteem: Valuing self and others:

- We nurture each learner's sense of worth by recognising achievements, strengths, identity and individuality.

Leadership: Developing Agency and Influence:

- All learners can lead e.g., choice making, showing preference, inspiring others.
- Learner voice informs school decisions.
- We recognise all learners contribute to school community.
- We provide opportunities for responsibilities.

Confidence: Believing in One's Abilities:

- We celebrate successes in the moment.
- We support learners to recognise their strengths and feel capable of success.
- We ensure learning is appropriate without removing challenge.

Communication: Expressing needs, wants and feelings:

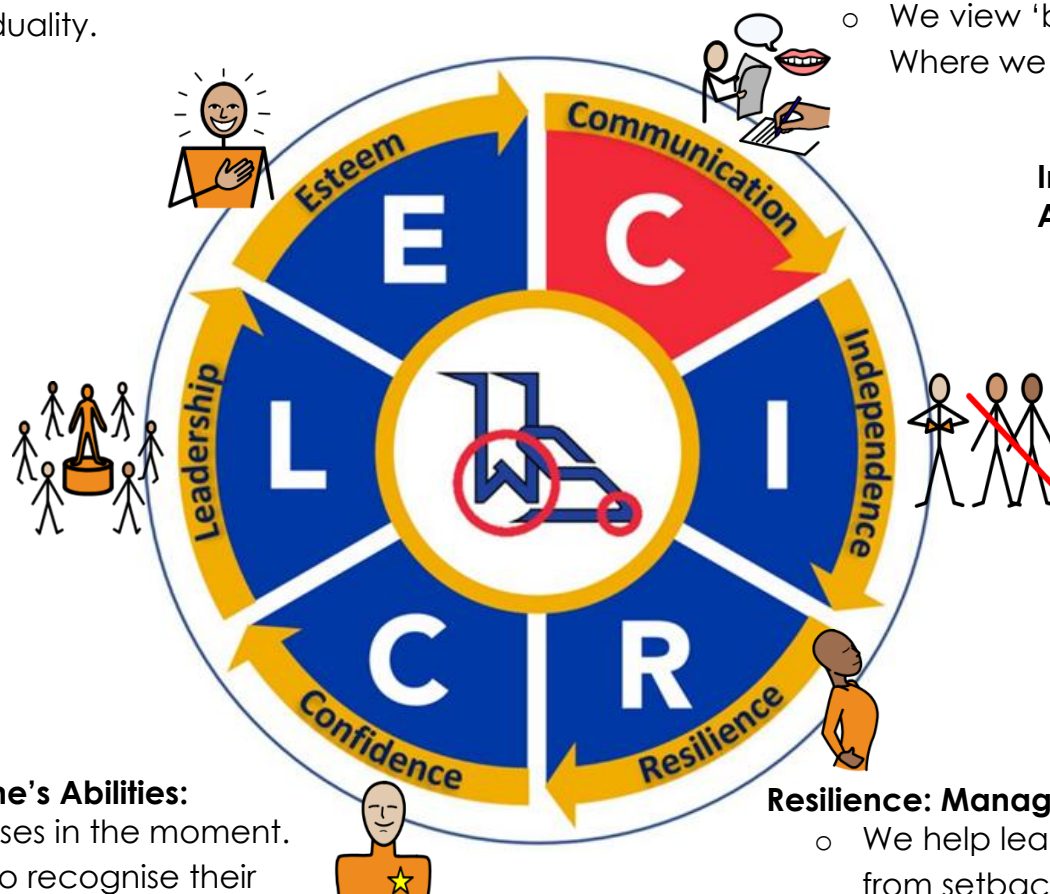
- We prioritise all forms of communication.
- We view 'behaviour' as communication. Where we promote supportive responses.

Independence: Promoting Autonomy and Choice:

- We support learners, at their developmental level.
- We provide meaningful choices – reducing frustrations and improving engagement.
- Routines and environments are structured to enable independence.
- Staff scaffold tasks – promoting independence.

Resilience: Managing Challenges with Support:

- We help learners tolerate difficulty, recover from setbacks and develop problem-solving strategies.
- Promote co-regulation.
- Coach and teach emotional regulation.



Wilson Stuart School – Behaviour and Relationships Policy

Appendix 6



Sensory and regulation ladder

Name:

Date:

	What you may see	What might help
Shut down (freeze) 		- Reduced / no verbal input (avoid negotiations, reasoning or words like no) - Give space and processing time - Low arousal – reduce demands, transitions and environmental input where possible - Calming and grounding sensory input and co-regulation strategies
Over alert (Hyper-responsive: fight/flight) 		- Provide an opportunity for autonomy / give choices - Redirect and distract - Offer a movement break / provide heavy work input - Change of face - Use positive reworded and demand free language and calm soft tones
Just right (Cerebral Cortex - Grounded) 		- Predictable routines - Choosing time and opportunities for connection, play and autonomy - Consistent visual and auditory support - Firm but fair boundaries - Reassurance and praise
Becoming under alert (Hypo-responsive: bored) 		- Movement break - Alerting sensory input
Under alert (Sleep states) 		- Safe and quiet space to sleep - Use gentle sensory cues to wake (if needed) - Give space and processing time
What is important to me 		Non-negotiables - Wilson Stuart universal strategies inline with the behaviour and relationships policy - Targeted and targeted plus strategies (if applicable, e.g., sensory diet)

Appendix 7

Low arousal approach is based on:

- Prevention – Recognising triggers and pre-empting stressful situations.
- De-escalation – Preventing situations for escalating and helping children to mutually regulate.
- Person centred – based on individual need and profile.
- Non-confrontational and non-judgemental.

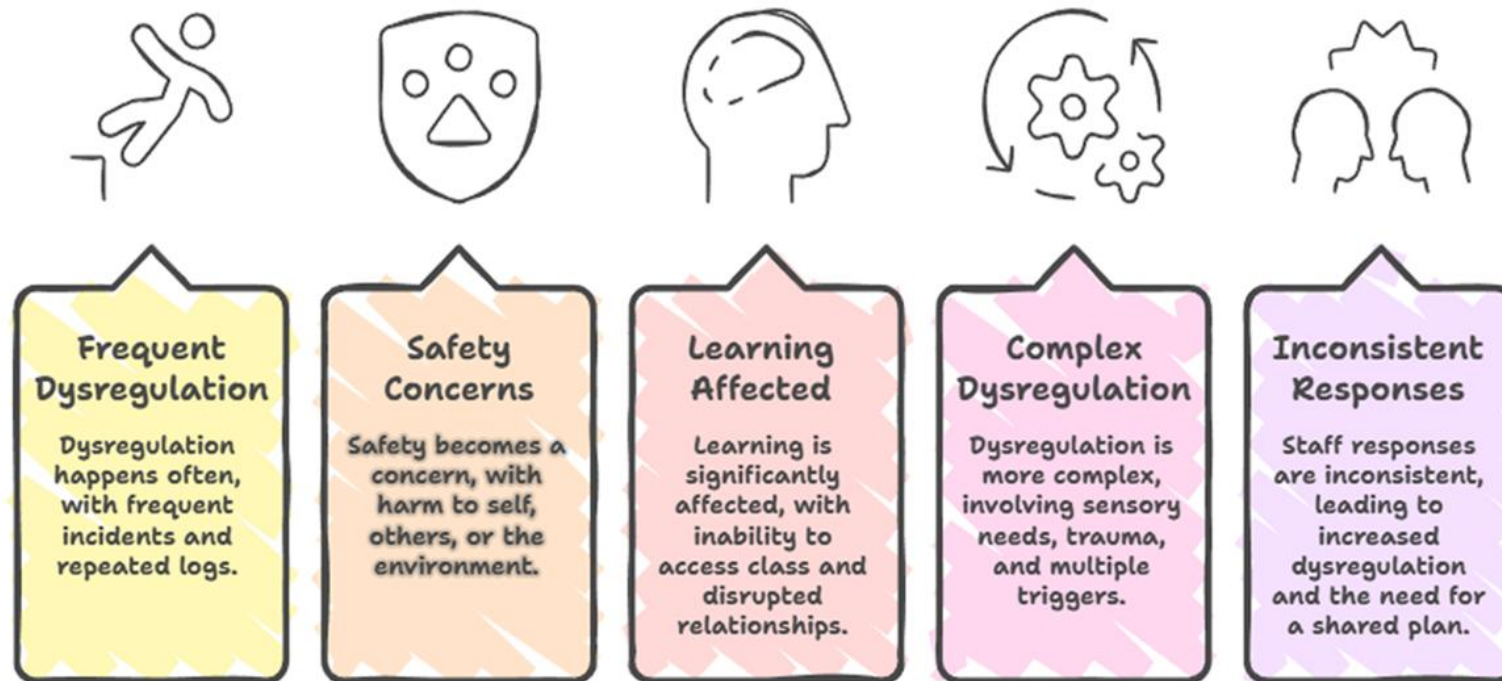
4 key elements to low arousal approach:

- Decreasing demands
- Avoidance of potentially arousing triggers
- Avoidance of non-verbal behaviours that may lead to conflict.
- Challenging our beliefs about short term management of stress/distress responses.

Appendix 8

Ask: Is the learner safe? Is learning regularly affected? Is the sensory ladder working? Are incidents frequent or escalating? Do all staff need a more detailed plan? If YES: Move to BSP

When to Consider a BSP



Appendix 9

Level	Rewards type	Examples
Level 1- 'In the moment' recognition	Daily praise & immediate reinforcement	Dojo points, post on class dojo, verbal praise, stickers, sensory-based celebrations, assembly shout outs
Level 2 - Dojo milestones (Pathway tailored)	Celebrations linked to Dojo points Challenge Pathway will follow an accumulation system.	Inspire – Half-termly, in-class sensory celebration Explore - Post card, spotlight student Challenge – Post card, class experience prize e.g. reward afternoon each half term Believe – Golden box reward, free time
Level 3 – Class awards (termly)	Class CIRCLE awards	CIRCLE-focused showcase from each Pathway to be shared in end of term assembly; Class CIRCLE certificates.
Level 4 – Values Champions	Value champions x 6 (Primary & Secondary)	Whole school showcase of CIRCLE (from L3). Trophy & display, prizes shared in SLT end of term assembly.

- Inspire celebrations are sensory rich, immediate and gentle
- Challenge celebrations may be larger-scale experience-based
- Explore and Believe mix tangible, social and sensory motivators