



Behaviour Policy: Swallow Grange Alternative Provision (AP)

1. Introduction

Swallow Grange Alternative Provision is dedicated to creating a safe, nurturing, and highly structured environment where all students aged 4–11, who present with Social, Emotional, and Mental Health (SEMH) needs, can learn, grow, and flourish. We believe that positive behaviour is fundamental to effective learning and well-being. This policy outlines our proactive, therapeutic, and consistent approach to promoting positive behaviour, managing challenging behaviour, and supporting students to develop the self-regulation and social skills necessary for success.

We understand that challenging behaviour in students with SEMH needs is often a form of communication, a symptom of underlying difficulties, or a response to anxiety, trauma, or unmet needs. Our approach is therefore rooted in empathy, understanding, and the teaching of alternative, more constructive behaviours.

2. Aims and Principles

2.1. Aims:

- . To foster a positive and predictable learning environment where all students feel safe, valued, and respected.**
- . To explicitly teach, model, and reinforce positive social, emotional, and learning behaviours.**
- . To support students in understanding and managing their emotions effectively.**
- . To reduce instances of challenging behaviour and promote selfregulation.**
- . To equip students with the skills necessary for successful reintegration into mainstream education or appropriate onward placements.**
- . To ensure consistency of approach across all staff and settings within Swallow Grange AP.**
- . To work in close partnership with parents/carers and relevant external professionals.**

2.2. Principles:

- . Therapeutic and Nurturing: Our approach is underpinned by an understanding of trauma-informed practice and attachment theory, recognising that relationships and emotional security are paramount.**
- . Proactive and Preventative: We prioritise prevention through clear routines, structured environments, consistent expectations, and proactive strategies to de-escalate potential issues before they escalate.**
- . Teaching, Not Just Telling: We view challenging behaviour as a learning opportunity, focusing on teaching alternative skills rather than simply punishing undesirable actions.**
- . Consistency: All staff will apply this policy consistently and fairly, ensuring predictability for students.**
- . Individualised: We recognise that each student's needs are unique. Behaviour support plans are tailored to individual needs, informed by assessment and EHCP outcomes.**
- . Restorative: Where harm has been caused, we aim to use restorative approaches to help students understand the impact of their actions, take responsibility, and repair relationships.**
- . Collaboration: Strong partnerships with parents/carers, Local Authorities, and other professionals are essential for holistic support.**

3. Promoting Positive Behaviour

We promote positive behaviour through a range of strategies, including:

- . Strong Relationships: Building trusting and positive relationships between staff and students is foundational.**
- . Clear Expectations and Routines: Consistent, visual, and simple rules and routines are established and regularly reinforced. These are often cocreated with students.**
- . Positive Reinforcement: We use a variety of verbal praise, non-verbal cues, reward systems (e.g., individualised charts, tokens, privileges), and celebration of effort and achievement.**
- . Structured Environment: Our physical environment is organised to minimise distractions and promote calm and focus.**
- . Therapeutic Interventions: Access to individual and group therapy (e.g., play therapy, art therapy, emotional regulation groups, social skills groups) to address underlying SEMH needs.**
- . Emotional Literacy: Explicit teaching of vocabulary for emotions, identifying feelings, and developing healthy coping strategies.**
- . Curriculum Adaptations: Learning is differentiated and presented in engaging ways to meet diverse learning styles and reduce anxiety.**

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- . **Social Skills Teaching:** Direct instruction and practice of social skills, turn-taking, conflict resolution, and respectful communication.
Safe Spaces: Designated calm-down areas or sensory spaces are available for students to self-regulate with adult support when feeling overwhelmed.

4. Understanding Challenging Behaviour

We understand that challenging behaviour in students with SEMH needs can be:

- . **Communication:** A way of expressing unmet needs, frustration, anxiety, fear, or a lack of communication skills.
- . **A Result of Trauma:** Past experiences can significantly impact a child's ability to self-regulate, trust, and respond appropriately.
- . **Coping Mechanism:** A learned response to stressful or overwhelming situations.
- . **Skill Deficit:** A lack of appropriate social or emotional regulation skills.
- . **Environmental Response:** A reaction to sensory overload, unpredictable environments, or perceived threats.

Our primary goal is to understand the function of the behaviour ("What is the child trying to tell us?") rather than just reacting to the behaviour itself.

5. Responding to Challenging Behaviour

When challenging behaviour occurs, our response will be:

5.1. De-escalation and Proactive Strategies (Tier 1 & 2):

- . **Early Identification:** Staff are trained to recognise early warning signs of distress or escalating behaviour.
- . **Proactive Intervention:** Non-verbal cues, proximity, offering choices, distraction, reminders of expectations, or moving to a quiet space.
- . **De-escalation Techniques:** Calm tone of voice, active listening, validating feelings, offering space, redirecting focus, providing a brief break.
- . **Reinforcing Positive Alternatives:** Guiding students towards expected behaviours and immediately praising attempts to self-regulate.

5.2. Consequences (Tier 2 & 3):

When behaviour does not respond to de-escalation, or where harm is caused, consequences will be applied. Consequences are:

- ***Fair and Proportionate: Aligned with the severity and frequency of the behaviour.***
- ***Educational: Designed to help the student learn from their actions.***

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Clear and Timely: Delivered as soon as possible after the behaviour occurs.

- . **Focused on the Behaviour, Not the Child:** We separate the behaviour from the individual.

Consequences may include:

- . **Verbal Warning:** A clear, calm statement about the unacceptable behaviour and the expected alternative.
- . **Loss of Privilege/Choice:** Temporarily removing access to a preferred activity or item directly linked to the behaviour.
- . **Time to Reflect/Calm Down:** A brief period of supervised separation from the activity to regain control, in a designated safe space. This is not isolation as punishment.
- . **Restorative Conversations:** Guided discussions to help the student understand the impact of their actions on others and what they can do to repair harm.
- . **Repairing Harm:** Engaging the student in activities to rectify damage or apologise.
- . **Removal from Activity/Class:** Temporary removal from a challenging situation to a supervised alternative learning environment.
- . **Behaviour Plan Review:** Where challenging behaviour is persistent, the student's individual behaviour plan (see 6. below) will be reviewed and adjusted.

5.3. Physical Intervention (Restrictive Physical Intervention – RPI):

- . **Physical intervention will only be used as a last resort, when all other deescalation techniques have failed, and when there is an immediate risk of harm to the student themselves, other students, or staff, or serious damage to property.**
- . **All staff who may need to use RPI are formally trained in a recognised, legally compliant, and safest methods (e.g., Team Teach, SCIP).**
- . **All RPI incidents will be recorded immediately, including rationale, duration, techniques used, and outcomes.**
- . **Parents/carers will be informed of any RPI use on the same day.**
- . **All RPI incidents will be reviewed by the Head of Provision to learn lessons and adjust individual support plans as needed.**

6. Individual Behaviour Support Plans (IBSPs)

For students with persistent or complex challenging behaviours, or where behaviour is a significant barrier to learning, an Individual Behaviour Support Plan (IBSP) will be developed. This plan will:

- Be developed in collaboration with parents/carers, relevant professionals (e.g., EP, CAMHS), and the student (where appropriate).**
- . Identify the function of the behaviour (what triggers it, what the child gains from it).**
 - . Outline specific proactive strategies to prevent challenging behaviour.**
 - . Detail agreed de-escalation techniques.**
 - . Specify clear, consistent responses to challenging behaviour.**
 - . Identify replacement behaviours and strategies for teaching them.**
 - . Include triggers, early warning signs, and specific strategies for managing challenging situations.**
 - . Be regularly reviewed and updated based on monitoring and data.**

7. Exclusion (Internal and External)

Exclusion is a very serious sanction and will only be used as a last resort when all other strategies have been exhausted, or in response to a serious one-off incident.

- . Internal Exclusion: A student may be removed from their usual classroom to a supervised area within the provision for a defined period to allow them to regulate and reflect, or to manage a behaviour that poses a significant disruption or risk. Learning will continue to be provided.**
- . External Exclusion: In extremely rare and serious circumstances, such as persistent dangerous behaviour, a physical assault causing significant injury, or serious damage to property, the Head of Provision may consider an external exclusion. This decision would be made in consultation with the Governing Body and the commissioning Local Authority, following statutory guidance. The purpose of exclusion is to ensure the safety and well-being of the school community and to provide a period for review and reintegration planning.**

8. Anti-Bullying

Swallow Grange AP has a separate Anti-Bullying Policy which is strictly adhered to. Any bullying behaviour will be addressed with seriousness and in line with that policy.

9. Staff Training and Professional Development All staff will receive regular training in:

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- **Understanding SEMH needs and their impact on behaviour.**
- **Positive Behaviour Management strategies.**
- **De-escalation techniques.**
- **Restorative practices.**
- **Relevant physical intervention techniques (if applicable and trained for).**
- **Safeguarding and Child Protection.**

10. Recording and Monitoring

- **All significant behaviour incidents will be accurately recorded using the school's designated system.**
- **Data on behaviour incidents will be regularly analysed to identify patterns, triggers, and the effectiveness of interventions. This informs individual support plans and whole-provision strategies.**
- **Individual student progress against behaviour targets will be regularly monitored and reported to parents/carers.**

11. Partnership with Parents/Carers

We believe that a strong home-school partnership is crucial for student success. We will:

- **Communicate regularly with parents/carers about their child's behaviour, progress, and any concerns.**
- **Involve parents/carers in the development and review of Individual Behaviour Support Plans.**
- **Provide strategies and advice to help parents/carers support positive behaviour at home.**
- **Seek parental/carer input and perspective to understand the child's needs.**

12. Policy Review

This Behaviour Policy will be reviewed annually by the Governing Body of Swallow Grange AP, or sooner if necessary, in response to new legislation, guidance, or school experience.

Policy Ratified by: Jayne Chudley (Managing Director) and Head of Provision (Head Teacher) Date of Ratification: 1st July 2025 Date of Next Review: 1st July 2026
