

Stepping Stones



Promoting Positive Behaviour Policy 2025

Governors' committee:	Full
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Next Review Due:	June 2029
Authors:	Marie Embling Emma Rice-Adams Catriona Young

NB This policy should be read in conjunction with the safeguarding policy.

Ethos

Stepping Stones seeks to promote and maintain a positive ethos for its pupils. This policy aims to define a safe, healthy and calm environment in which pupils have the opportunity to learn unhindered by the behaviour of others and recognises that some pupils need protection from their own behaviour.

As a school, all staff promote positive relationships with all pupils. We recognise that many pupils, due to their learning differences, will need support throughout their school life to develop and enjoy such relationships. We believe that many pupils who display behaviour deemed 'inappropriate' have not yet learnt more effective and appropriate ways of communicating. We, therefore, seek to provide a positive teaching environment that enables all pupils to learn meaningful ways of communicating their needs.

It is recognised that the contribution and input from the parents/carers is important at all stages of any pupil's schooling and especially so in the area of behaviour. We believe that some behaviour can evolve when pupils' needs are not being met. We endeavour to provide a stimulating learning environment to address this.

All members of the school community are guided by this promoting positive behaviour policy, and are expected to respect its boundaries. We will ensure that all staff will be offered appropriate training and it is all staff's responsibility to ensure that they are confident in managing pupil behaviour. Specific training in the 'team teach' approach to physical intervention is provided for the majority of staff.

Parents and Carers:

It is imperative that the school work closely with the parents in helping the child regulate their own behaviour. This ensures any successful strategies can be shared between home and school. If any serious behaviours of physical aggression and/or bullying behaviour occur the school will be in regular contact with the parents/carers in order to work together to reduce such concerning behaviours. Working in partnership with parents is key to success. Therefore we ask parents to support us in the following ways:

- Be kind and helpful to all children and adults. Be sensitive to the needs and feelings of others
- Have a positive attitude towards the whole school community.
- Reinforce the school values by rewarding positive behaviour.
- Show an interest in children's learning.
- Make sure the children are at school on time every day and ready for learning.
- Communicate regularly with the class teacher and engage with tapestry and dojo.
- Help children prepare for the day, making sure they have all the equipment they need
- Encourage your child to be kind to everyone
- Attend parents evening

Positive Behaviour strategies

All staff are expected to ensure children access a wide range of positive strategies to support their development. These strategies will include:

- Children complete reward charts which will be sent home once complete
- Daily positive notes to be sent home - regardless of choices through the day a positive will always be found and reported on - this will mean the children always leave on a positive note.
- Adults will give praise throughout the day celebrating all achievements, large and small.
- Celebration of achievements outside of school
- Children's achievements at Stepping Stones will be recorded in their learning files as a reminder of their positive achievements

Alongside this approach we will use a recognition board, as used in main school. This is used to recognise the children that are showing evidence of using the school rules of ready, respectful and safe. This will show consistency with the main school as well as allow the children to build the skills to motivate using intrinsic rewards rather than extrinsic physical rewards. This will be a skill they will need as they access more of the mainstream lessons and activities.

Parents/carers will be kept informed of any changes and receive feedback on the child's behaviour on a regular basis. We will communicate this via the tapestry care diary, class dojo, by telephone or face to face.

Our approach

Our approach is underpinned by use of communication systems, giving all pupils opportunities to develop self-regulation skills. Children have access to a wide range of regulation strategies and equipment. It is important that our approach is preventative, not reactive. The fundamental principle in supporting pupils is knowing each child and what helps them individually.

Building up a meaningful shared relationship with the child will help them feel secure and trusting of the adults around them. Every child needs a means of communication in order to express their wants/needs throughout the day. For example, Makaton, widget symbols, communication books, and objects of reference. Consistent use of communication systems throughout the day will enable pupils to have a better understanding of what is expected of them and help every child express their wants/needs thus reducing any frustrations they may be experiencing.

Staff will be responsive to the children's needs by being in tune with their expressions and will always help them express themselves (share emotions) within a safe and nurturing environment.

Our pupils access a curriculum which is individualised to ensure success and positive outcomes. Our curriculum activities are differentiated and personalised in order to meet the wide range of needs and interests in the classroom. Pupils that are motivated by the activities are more likely to remain on task thus reducing risk behaviours. For some pupils, with short concentration spans, they need a sequence of shorter activities to complete to remain on task, or opportunities to be active or engage in sensory breaks. This will be in line with their EHCP.

Clear communication and boundaries

Staff will maintain clear and consistent boundaries to ensure the child is clear about what is expected. Language used by the adults needs to label the appropriate behaviour expected i.e. say 'walk slowly' rather than 'don't run'. They will focus on what behaviour they want to see rather than on the behaviour they don't want to see. The word 'no' should be avoided as this does not teach the child what is an appropriate alternative. For example 'stop - look at the book' is being clear about what is expected.

What are challenging behaviours?

The school views risk behaviours as those which;

- places the person or others in physical danger
- prevent participation in appropriate activities
- isolates the child from his/her peers
- affects the learning and functioning of other pupils
- drastically reduces the person's opportunities for involvement in ordinary community activities.

When dealing with these unacceptable behaviours, staff will recognise that the purpose of the strategies they use must be fundamentally to benefit the pupils involved. They will not be used solely as classroom management strategies (e.g. remove a 'disruptive' pupil from an activity for long periods of time in order for the activity to run smoothly). In addition, staff will employ these strategies with the knowledge that the following acts are not acceptable in this school:

- Shouting at pupils or using one's presence (other than in an emergency when the pupil's immediate attention is required in order to protect their own or others safety) to force a child to comply solely out of fear.
- It is not permissible to lock a pupil in a room by themselves.
- Denying pupils access to drinks and meals available during the school day.
- Corporal punishment - including hitting, slapping, shaking, pinching and any act that would involve 'the deliberate use of hurt by physical force as a means of warning against stopping or retrospectively sanctioning unwanted behaviour'. (Education Act 1986).

Practical steps in supporting behaviour

All learners are held responsible for their behaviour. Staff will support the children to deal with feelings and actions and accept responsibility for their choices.

We use visual widget resources to highlight unacceptable behaviours. These unacceptable behaviours are:

- kicking
- shouting
- biting
- hitting
- throwing equipment
- swearing

When a child uses one of these actions the following steps will be taken

Step	Adult Action	Supported action for the child	Recording/ Sanction
Step One Verbal Reminder	Explain to the child (using the visual prompts) that the exhibited behaviour is not acceptable and remind them of expected behaviours.	Encourage the child to apologise for the action either verbally, using signs or a gesture. Suggest use of the sensory room or dark den for regulation.	Record on Arbor Step 1: informal verbal warning detailing the reason
Step Two Amber warning	Remind the child (using the visual prompts) that the action is unacceptable. Explain that if the behaviour continues they will need to take 5 minutes in the reflection area.	Encourage the child to apologise for the action either verbally, using signs or a gesture. Suggest use of the sensory room or dark den for regulation.	Record on Arbor Step 2: formal warning
Step Three Red warning	Using the visual prompts, remind the child why they are being moved to the reflection area. Use a timer in the reflection area.	Adult interaction within this area will depend on the individual child. When leaving the reflection area take the child to an activity they enjoy to regulate them.	Record on Arbor Step 3: reflection area detailing the reason

Step Four Final Verbal Warning	Remind the child (using the visual prompts) that the action is not acceptable and that if it continues their parents will be called.	Suggest use of the sensory room or dark den for regulation.	Record on Arbor Step 4: final verbal warning detailing the reasons
Step Five Call to parents	Explain to the child why you are now calling their parents. Call the parents into the setting and discuss the incidents.	Adult to sit with the child in an area separate to the class.	Record on Arbor Step 5: call to parents detailing the reasons

A physical incident report will be completed and shared with the Strategic SENCO and Kitty Curtis if any adult or other children have been physically hurt.

Restorative Conversation

Restorative Practice can be used to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Due to the nature of our children's needs a full conversation may not always be possible but we will do our best to support children to make a reasonable apology.

Recording incidents

Recording incidents is detailed in the practical steps section. All incidents are recorded on our system, Arbor. Physical incidents, where an injury has occurred are recorded on a specific form. Physical interventions must be recorded in a bound book which is in the HT office and discussed with the appropriate senior leaders.

A daily debrief will take place between staff and the SRP lead or Headteacher following significant incidents. This is an opportunity to establish facts, understand what went well and what could be handled differently moving forward. All paperwork will be completed accurately. It is also an opportunity to check in on staff and ascertain whether they would benefit from some extra support or training.

Equal Opportunities

Stepping Stones is committed to a policy of equal opportunities and therefore supports the rights of all its pupils, giving regard to their age, ability, gender and race, to be supported by this behaviour policy.

This policy endeavours to provide a common set of principles agreed and followed by all members of the school community. While some pupils may continue to have challenging behaviours that require long-term support, we recognise that it is the responsibility of all of us to seek positive ways of meeting such challenges. Above all, we aim to involve all pupils, whatever their needs, in positive learning experiences and wherever possible facilitate their independence in being responsible for their own behaviour.

Accessing Mainstream classrooms

As our children start to access mainstream classes, children will be expected to adhere to the behaviour expectations within the classroom. Staff will support the children to do this and follow our policy in how behaviour is dealt with. Mainstream staff will be given a pupil profile and behaviour plan. This will outline triggers, strategies and how behaviour will be dealt with by staff. If children are already dysregulated a decision will be made whether they should attend mainstream classes or not. If during the sessions behaviour is deemed as unacceptable or unsafe, staff will remove the child back to the SRP.

Suspensions and Exclusions

It is extremely rare for a child to be excluded at Stepping Stones. We always work closely with the local authority and parents in order to find the best outcome for the child. However if there was serious risk of harm to the child, other children or adults the school could use the option of suspension.

After this suspension, a reintegration meeting will be called to assess any changes needed to the pupil's provision to help prevent a repeated suspension occurring. This meeting will be held with parents and school professionals and reviewed after two weeks to evaluate the impact of the strategies implemented.

If a pupil was at risk of permanent exclusion, an early annual review would be called to consider whether appropriate alternative provision should be put in place to help prevent this.

