



Positive Behaviour Support Policy

This Policy is the local policy for The Harbour Academy and aligns with Cambridgeshire County Council Policy for Educational Visits.

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Introduction

This policy is underpinned by the principles of Therapeutic Thinking Ltd and is written in addition to the Trusts Behaviour statement of principles; At The Harbour Academy we believe that all pupils have the right to be in a safe, sociable, orderly, and non-threatening environment every day. We recognise that the needs of our pupils sometimes result in them presenting us with behaviours which could be considered difficult or dangerous to this policy is an understanding that all behaviour is communication. We understand that as an area SEND school, we cannot have a “one size fits all” policy, and we will treat every pupil as an individual. We will seek to be therapeutically healthy, and ensure that pupils and staff have healthy feelings, including feeling educated, informed, engaged, supported, safe and equipped. Appendix 1 of this document is a glossary of terms found within this document.

At THA we follow the approach of Therapeutic Thinking Ltd to provide positive behaviour support. This is a therapeutic and holistic approach to positive behaviour support and is well established within the trust, other schools, and external services. The approach is based on the following principles:

- Shared focus on inclusion of all pupils within the academy
- A shared set of values and beliefs
- Open and shared communication
- A shared commitment to de escalation
- A shared understanding that restrictive physical intervention is always a last resort.
- Shared risk analysis and risk reduction

- Shared reparation, reflection, and restoration

The THA Positive Behaviour Support Policy is a working document and as such it reflects both the practices that are carried out and those to which the school is striving to achieve. This policy is agreed upon by the whole teaching staff and presented to the Academy council. The implementation of this policy is the responsibility of all staff. All staff at The Harbour Academy, receive training in positive behaviour support, including guided intervention and restorative approaches.

Aims

- We want to create an environment for pupils, staff and families that encourages helpful feelings. One where all people within the dynamic feel supported, welcomed, cared for and valued.
- We recognise that experiences create feelings, and these feelings lead to behaviours. It is our responsibility to ensure that our pupil's days are filled with positive experiences so that we see valued behaviours from them.

At the THA we understand that our pupils need to develop an understanding of:

- Right and wrong
- Honesty, truth, and fairness
- Respect for others and self
- Importance of positive relationships
- Self-regulation and a sense of responsibility
- Using valued behaviours over detrimental behaviours

All pupils will be given support and encouragement as they prepare for adulthood.

Every member of staff shares a responsibility to listen to what behaviour is communicating, to support pupils to understand their feelings and to demonstrate valued behaviours that enable fulfilling relationships and participation in learning activities.

This policy explains the philosophy and practices of the school in meeting the needs of learners who display behaviours that are detrimental and increase the risk of harm. Staff work to identify potential triggers and identify the indicators pupils may show us when they are becoming dysregulated. It is the duty of all staff to follow all policies, guidelines, reporting procedures, as well as specific individual risk reduction plans relating to promoting positive behaviour.

Values

At The Harbour Academy our values are demonstrated through a team approach, sharing achievements, successes, problems, concerns, and stresses. We recognise that the learning process centres around the quality of relationships forged and that pupils learn better when they feel better and have an emotional attachment to the person imparting information, knowledge or who is providing support.

History, strength, and challenge

Every pupil's history is unique, and the pupil's own and family history may be powerful informers of the evident behaviour. Staff make every effort to be aware of the history as one part of the process of understanding the pupil. Staff must also understand the areas of strength for a pupil to ensure that reminders are positive and relationship continue to be developed. Staff must ensure that they are aware of pupils likes and dislikes, adaptations that enable them to access learning, potential barriers to learning and areas of the school day that might increase anxiety. In understanding these areas of a young person's life, we minimise the likelihood of any detrimental behaviour.

Effective Behaviour Management

Promotion of valued behaviour

At The Harbour Academy staff and pupils promote and celebrate positive behaviour.

- There is an expectation that all who work, study, or visit the school use polite and respectful language.
- That all staff and pupils alike take care of themselves and one another.
- There is an expectation that we do not harm others or damage property in the school
- We must respect each other's personal space
- When speaking to student use the language of the behaviour you want to see. For example, do not say "no running" say "walking please."
- We expect an environment where everyone within the dynamic feels safe and able to learn.

To reflect this the school has three Pillar. These are: -

- Be Safe
- Be Kind
- Learn Stuff

How staff promote valued behaviour

As educators, it is the job of our staff to teach our pupils to make positive behaviour choices. But we understand that some valued behaviour will need to be taught to our pupils due to their needs:

We teach behaviour through:

- Positive Relationships
- Positive Role Modelling
- Consistency

- Scripts and Routines
- Positive Phrasing
- Planning
- Positive Reinforcement and Reward
- Comfort and Forgiveness
- The use of the Behaviour Curriculum

Staff should always be expected to respond to pupil's behaviours to ensure pupils have a secure knowledge of valued behaviours, both in school and in their community.

Staff will praise and role model positive touch where appropriate with pupils and each other. e.g. High five, handshake or THA hug

- Staff will encourage pupils to have pride in their school environment through role modelling and praising valued behaviour around school.
- Staff will praise and role model safe and appropriate use of equipment.
- Staff will encourage pupils to speak to an adult if they feel unsafe at home or at school.
- Staff will promote positive and safe interactions around the school and with the pupil's education and learning.

Staff are encouraged to use the Behaviour Curriculum to support learners, or groups of learners, in understanding more valued behaviours.

Bullying

For more information, please see the Meridian Anti Bullying policy – however staff are reminded, that although bullying is not to be tolerated, all behaviour is a communication, and it remains important to analyse the behaviour and seek to understand its meaning.

Shared Routines

We recognise that establishing and maintaining simple routines is a positive way of helping our pupils create the right conditions for learning and for changing their negative responses. The "Harbour Way "provides guidance to both staff and peers on some expectations around shared routines.

Our routines are designed to help the pupils and be supportive. We explain their purpose and make sure they make sense to the pupil, that they help to promote learning and reduce friction between, peers and between pupil and adult. We review them regularly.

Parental Involvement in supporting valued behaviour

The Harbour Academy endeavours to make positive relationships with parents and carers. We take a systemic approach and therefore understand the parents/carers are essential partners in the task of education and teaching valued behaviour. Staff aim to positively involve parents/carers in all aspects of their child's learning and behaviour.

When a new pupil joins the school, a home visit is carried out to collate essential information. This aids and supports staff in their understanding of the pupil and in meeting the needs of the pupil and their family. Outstanding support will also involve the use of external agencies, such as educational psychologist and occupational therapists, seeking support from all people involved in the life of the pupil concerned.

Serious Disruptive Behaviour and Aggression

We use many strategies and options to manage these situations. The selection of specific management techniques depends in part on the personality and character of the individual staff member and his/her relationship with the pupil. No strategy or set of strategies guarantee success. Staff must seek to manage each situation using dynamic risk assessment, where immediate safety for all is the paramount concern. However, the following principles inform and govern our leadership decisions.

- We remain objective and calm in both speech and actions. We recognise that firmness does not require shouting or threats.
- We constantly strive to improve our understanding of the pupils and their behaviour. We know they are often externalising inner conflicts. They demand the control that they can no longer provide for themselves. We aim to prevent any restrictive physical intervention, by ensuring the creation of a safe learning environment.
- At The Harbour Academy we use a tiered system to support our staff and pupils. This is known as the 'WAVES'. This is a fluid system, made up of 3 tiers. Any pupil on tier 3 must have a therapeutic plan in place. This is a working document that acts as a guide for any staff member working with that young person. Pupils on tier 2 will be involved with the multi-disciplinary team and may have an APDR document or have had anxiety mapping completed on their behalf to support our understanding of their behaviour.
- We recognise that all behaviour serves a function. This could be tangible gain, to meet a sensory need, avoidance, or attention. We know that any attempts to stop a behaviour without fully trying to understand its meaning are unlikely to be successful.
- We listen quietly and respond quietly to the pupil. We do not overwhelm the pupil with loud and insistent directives. We ensure that they have processing time and that we are using simple phrases.

- We know that some pupils benefit from using visuals to support their regulation when they are in a heightened state as they may not be able to process the language that it is using.
- We avoid looking for an immediate solution unless the situation is dangerous, here we adopt a reactive strategy. If appropriate we tell the pupil that we will deal with the issues later and we re- direct them back to the learning environment. While making this decision we will be making an ongoing dynamic risk assessment of the behaviour and the situation and considering how best to pre-empt the escalation of an incident and minimise risk.
- At all times, in responding to behaviour, we aim to analyse, not moralise This way we stay flexible for as long as possible and avoid escalating the confrontation.
- We recognise that scripts can support pupils in these situations, and it is important that all staff are delivering the same message.
- We use help script for colleagues and clear communication to support each other.
- We maintain positive attitudes and remind pupils of previous valued behaviour or similar situations that they dealt with well, progress they have made and how they made it.
- We always offer clear options to pupils, and some pupils may require a reminder of the consequence of their actions.
- For those pupils that need it, we may now/next. Later strategies and use visuals to support de-escalation.
- We must use a range of diversionary strategies. It is important that we know our pupils and know what strategies will work when.
- Involving other people in a non-threatening way can divert the confrontation and reduce the aggression and is a strategy we often use.
- It is sometimes necessary to remove the pupil from the situation. We try to do this in a neutral way, that is uncontaminated by negative or detrimental feelings. This is done quickly and with the best interests of all within the dynamic at heart.
- Our message is 'we care too much about you enough to not let you be out of control or hurt anybody.'
- Restrictive physical intervention, except in the event of an emergency, is only ever used as part of a planned response to difficult or dangerous behaviour and must be part of a therapeutic plan signed by the pupil's family. See Appendix 3
- Staff must be trained to administer any restrictive physical intervention, and this must always be a last resort, and must be reasonable, proportionate, necessary and in the best interests of the child.
- All staff are trained in guides that could support a situation without the need for restrictive physical intervention. See Appendix 2
- We recognise the dangers of restricting breathing, pulling, and dragging, and all staff are trained in this area.
- We always promote physical safety and do everything possible to prevent physical injury to everyone.

- All incidents of difficult or dangerous behaviour must be logged on Romcom, within 24 hours. Any acts of violence must have a statement written and passed to the Head Teacher. Any event recorded on Bomcom should also include verbal communication with a parent.
- Any incidents of restrictive physical intervention must be recorded in the Bound Book, which can be found in the Head Teachers office. Any incident of restrictive physical intervention must also include verbal communication with a parent.
- Following a serious incident time should be allotted to staff and pupils for a restorative debrief.

WAVES

To ensure all pupils receive consistent behaviour management responses from the staff at THA we all follow the “Waves” document that outlines a three-tiered approach to supporting pupils with their behaviour dependant on the behaviour being displayed. This document ensures that expectations are consistent and the responses to detrimental behaviours are equally as consistent.

For many pupils, “Wave” one and two responses are enough. These educate the pupils from and discourage repetition. At times, “Wave” three interventions may require support from home and/or SLT. For some behaviours “Wave” three interventions may require “Extended Learning Opportunities “ where pupils will be required to stay after school to have a quieter learning experience where Educational Consequences can be completed with ample adult support .

As a school we hope these “**Extended Learning Opportunities**” will:

- **Encourage accountability:** providing an opportunity for students to reflect on their choices and take responsibility for their actions. Pupils are asked to engage in reflective discussions and work to help them understand the impact of their behaviour on themselves and others.
- **Provide a clear deterrent:** A system of consistent sanctions, including extended learning opportunities, serves as a clear and visible deterrent. For students who are tempted to misbehave, the potential loss of free time acts as a powerful incentive to make better choices.
- **Reinforce behavioural boundaries:** By using extended learning opportunities, we communicate those certain behaviours, such as the use of racist language, dangerous behaviour, or violence towards staff, are unacceptable. This reinforces the school's rules and expectations for all pupils.
- **Protect the learning environment:** When a pupil’s behaviour significantly disrupts a lesson, it affects the learning of their peers. Extended learning opportunities allow us to address disruptive behaviour and restore stability, ensuring that all Pupils can continue their education without unnecessary interruption.

Rewards and Consequences

Reward Systems

While we recognise the importance and efficacy of rewards, we do not want the pupils to become overly dependent on rewards. We try to move their motivations to learn from extrinsic motivation to intrinsic. However, we appreciate the need to recognise when pupil work hard and do their best.

We recognise that some of pupils do need extrinsic rewards to promote learning experiences. Within our school, have their own mini reward systems and practices that are appropriate for the age and developmental stage of their pupils. Where possible, rewards should be random but encourage valued behaviours.

All classroom systems accentuate the positive and pupils cannot lose rewards they have already gained. Staff share practices with each other and aim for variety in their approaches.

We appreciate that one of the best rewards for a pupil is genuine praise. We praise pupils for their achievements. We try to ensure that in all our interactions with pupils the number of positive comments far outweighs any negative comments. We will praise pupils at every opportunity 'catching them doing the right thing.' Any reward systems put in place must allow for pupils not to get it right 100% of the time.

Consequences

Punishment is where authorities enforce an undesirable or unpleasant response to behaviour that is believed to be undesirable. At The Harbour Academy, we refrain from using punishment; we believe that it does not create an opportunity for our pupils to learn how to change but rather preserves negative behaviours until the punishment is no longer imposed.

We have two types of consequences, 'Protective' and 'Educational.' Both carry several strategies within them to teach valued behaviours to our pupils, whilst keeping a safe learning environment. Consequences must be logical. Protective consequences are consequences put in immediately after, or during an event. Protective consequences are necessary measures to manage the risk of harm and could include restrictive physical intervention. Protective consequences may limit freedoms in order for staff to prepare the educational consequence. These may include a limit to freedoms to ensure that everyone's safety is maintained.

Pupils will be provided opportunities to learn how to behave in different environments through high quality learning opportunities, both in the classroom and beyond.

Appendix 1 Glossary

Dynamic - A group brought together by choice or circumstance

Valued behaviour - Behaviour held in high regard by an individual, the community, or the environment.

- Creates helpful feelings in self or others.
- Behaviour characterised by a concern for the rights, feelings, and welfare of others Behaviour which benefits other people or society

Detrimental Behaviour

Behaviour that hurts or hinders an individual, the community, or the environment.

- Creates unhelpful feelings in self and others.
- Behaviour that is likely to cause injury, harassment, alarm, or distress.
- Behaviour that violates the rights of others.

Difficult detrimental behaviour

- Behaviour that is detrimental, but not dangerous.

Dangerous detrimental behaviour

- Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person were the age of criminal responsibility, such as racist abuse.

Helpful Feelings

- All feelings occur in a context. A feeling that is helpful in one context may be unhelpful in another.
- Helpful Feelings are those that enable you to engage positively with an experience.

Therapeutic Thinking describes:

- Behaviours as **valued** or **detrimental**.
- Feelings as **helpful** or **unhelpful**.
- Experiences as **positive** or **negative**.
-

Protective consequences

- (removal of a freedom to mitigate risk)
- Protective consequences are necessary measures to manage the risk of harm. Protective consequences may limit freedoms.
-

Educational consequences

- (the essential learning, rehearsing, or teaching to ensure behaviour progression)
- Educational consequences progress the child's understanding and engagement. Where protective consequences are necessary educational consequences should allow the gradual removal of adaptations. Educational consequences return freedoms.

Appendix 2 – Guides – Techniques shown to all staff who Shown to all staff who attend Therapeutic Thinking training.

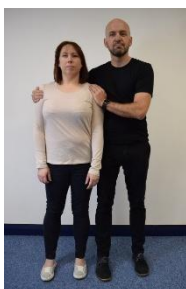
Staff made aware of the need to use a closed mitt. Usually used to bring a learner closer to you.



Staff made aware of the open mitt. Usually used to move a learner away from you



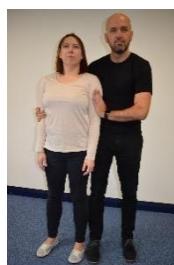
Support Hug (Known as an THA hug)



Offering an arm to guide or support



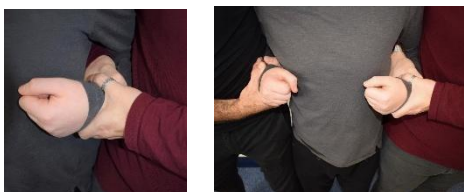
Supportive Arm



Appendix 3 – Restrictive Physical Intervention

Here are some pictures of physical intervention techniques you may see from trained staff at The Harbour Academy. This is not an exhaustive collection, and others may be used as part of a planned response.

Elbow Tuck



Elbow Tuck – Figure of 4



Elbow Tuck – Lone Worker

