



Behaviour Management Policy

Updating Policy Procedure

When a policy is due for review it will be emailed to the reviewer who will revise and highlight those updates and return the policy in full with the highlighted updates back to the Administrator.

When a policy reviewer becomes aware of **any updates** they will ask the Administrator to email the policy to them and follow the above procedure.

A policy is a statement of intent and the guidelines we follow, that is adopted by the Fortuna and Athena Federation's Governing Body.

Policy Reviewed by:

Andy Smallcombe - Athena
Craig Chaplin - Fortuna

Updated on:

October 2025

Date to be reviewed:

October 2027

Date ratified at FGM:

23rd February 2026



Introduction

The pupils at the Fortuna and Athena Federation experience complex emotional, social and learning needs. These needs can often find expression in challenging and sometimes unsafe behaviours that can be alarming to both the pupil and others. How we collectively manage the behaviour will depend on our shared values and beliefs in relation to pupils and discipline.

Shared beliefs and behaviour

As schools that work in accordance with the nurture principles, the following shared beliefs are held across the Federation and inform our way of working:

That all behaviour has meaning and destructive behaviour can have various sources:

- Anxiety and panic.
- A limited repertoire of responses.
- Low self-esteem and self-hate.
- Attention-neediness.
- Immature emotional development.
- A disguise for vulnerability and a means of survival.

We understand that:

- External factors in the environment affect behaviour.
- Dynamics between individuals affects behaviour.
- Behaviour can change.

The child has a right to:

- Safety and protection.
- Be treated with respect.
- Be understood and listened to.
- Be dealt with fairly.
- Be valued equally with regard being paid to any differences in race, culture, gender, religion or disability.
- Privacy.
- A broad and balanced education and access to the national curriculum.
- Play and learn.
- Be involved in decision making that relates to them.



Shared beliefs about our responsibility

Within the Fortuna-Athena Federation, it is the collective responsibility of all staff:

- To exercise a duty of care in respect of each pupil.
- To place the well-being of the pupil as our paramount concern.
- To respect the rights of the child.
- To work together as a professional team in a positive and optimistic atmosphere.
- To work in a non-retaliatory manner at all times.

Behaviour management is inherent in all our interactions throughout the curriculum: the environment we create; the activities we provide; the language we use; the way we dress and the relationships we build.

Practise and procedures are geared towards helping pupils find constructive ways of understanding their feelings and managing their own reactions and responses. We believe that in order for this process of positive growth to occur we need to minimise the opportunities for disruptive and dangerous behaviour to arise.

Our shared focus is firmly on prevention

- Preventing the pupils becoming out of control.
- Preventing wherever possible the need for an adult to physically intervene with a pupil.

Primary prevention of destructive behaviour occurs when a staff team adheres to a shared ethos and consistently follows procedures and guidelines in implementing behaviour management.

Shared ethos

A code of conduct for the way we live together at the Fortuna and Athena Federation is explained to the pupils in assemblies at the beginning of each year.

This asks the pupils to conduct themselves as follows:

- Respect myself and others and treat everyone with kindness.
- Keep myself and others safe in our mind, bodies and feelings.
- Make good choices that help me to learn.
- Be in the right place at the right time.
- Ask for help and share my troubles.
- Stop and Think before I Act Then Act Responsibly

Staff in the course of their work regularly refer to this code of conduct. The pupils become familiar with the overall message and identify with the inherent culture.



Reporting to Parents/Carers

The severity of behaviour will inform the timescale on which school staff will inform parents/carers.

Minor behaviours may be reported as part of the frequent general updates class teachers make and will be shared alongside the positive behaviour that is also observed.

More serious or sustained behaviours should be reported at the earliest opportunity to allow parents to understand the work taking place to address the behaviour and where appropriate support the pupil's understanding and learning.

As previously stated, parents will be consulted and advised when persistent or extreme behaviour requires review of the pupil's behaviour management plan and individual risk assessment.

When restrictive physical intervention is used, class teachers or a senior leader will advise the primary parent/carer at the earliest opportunity (typically after 3pm on the school day the incident occurred on). This will be by phone, or if there is a parental/carer preference to do so by email. If there is difficulty using these lines of communication, then the school app may also be used to send notification that a physical intervention has occurred.

Communication plans may also require incidents to be reported to a social worker where one is allocated and particularly for pupils in the care of the local authority. Pupil's behaviour will be shared within school reports and meetings with involved professionals (e.g. professionals working within the frameworks for: Team Around Child, Child in Need, Child Protection or Child in Care).

Rules

- Each classroom activity base has its own set of rules, which are displayed.
- The rules are clear and understood by all pupils.
- Pupils are reminded of the rules regularly.
- The rules are consistent between classrooms and teachers, avoiding confusion.
- Sanctions for breaking a rule must also be consistent throughout school and extra-curricular activities.
- Rules are worded in the positive — stressing the "Do's" not the "Don'ts"

The environment

How we organise our working area, be it classroom or dining room, will make an enormous difference in preventing destructive behaviour.

Remember many of our pupils need careful structure to settle in.

We provide bases where staff ensure the following:

- Areas are clean, inviting and orderly.
- All equipment and resources are safely and tidily stored.
- Materials needed for an activity are prepared before pupils arrive.
- If pupils have challenges sharing, individual equipment is provided until they learn this social skill.



- There is mindfulness of group spaces, individual space and an area to encourage co-operation.
- There is a specific place for pupils to go to when they need to have privacy, a place to think or calm down.
- There is careful consideration of the layout of spaces and ease of movement around the room as conflicts can often occur in transitions.
- Attention is given to sensory stimulus and distractions such as noise, temperature, smells and textures.

Relationships

The relationships we build with each pupil are the cornerstone of our work and the greatest influence in preventing harmful behaviour. Our emphasis is on developing attachments whereby the pupil learns to trust the adult. From this position of trust a pupil will listen and be guided by the adult. The most successful intervention in preventing or de-escalating challenging behaviour is the power of the adult child bond.

- Aim to work with the 'whole child' with your 'whole self'.
- Know your general procedures
- Make regular contact with the SLT and CAFO who can inform you of any factors, which could affect behaviour.

Building Bridges

1. Demonstrate unconditional acceptance of the pupil.
2. Disapprove of the behaviour but not the child.
3. Offer emotional involvement as well as primary care.
4. Listen to the pupil; know their fears and perceptions, their interests and dislikes.
5. Understand the sources of their difficulties, do not judge their families or carers but work with them towards solutions.
6. Be the adult and do not collude with the child.
7. Be consistent in all your interactions.
8. Work on praise and self-esteem positive comments should far outweigh negative ones. "Catch them being good".

Provide clear boundaries of control. Set limits for behaviour and confidently stick to them. The pupils must know the difference between appropriate and inappropriate behaviour.

- Apply limits and sanctions firmly but fairly.
- When dealing with difficult behaviour be calm and non-retaliatory.
- Remember the long-term goals agreed with the pupil. A pupil will not reach them immediately. Remember you can lose a battle and still win the war.

It is important that we remain fundamentally on the side of the pupil.



- Curriculum and play activities — primary prevention
- Prepare activities and lessons, which engage the pupils and cater for individual needs.
- Carefully plan lessons and play activities.
- Always be in the right place at the right time and ready to greet the pupils.
- All materials should be available. Adults never leave a group of pupils unattended.
- Establish rules and expectations at the beginning of each activity.
- Decide on spacing and seating, belongings and movement around the room at the outset.
- They may be very developmentally delayed and need short, achievable goals matched to their developmental stage rather than their age.
- Be mindful of transitions. Many of our pupils do not cope with any transitions, either from place to place or from one activity to another. These can be "flash points" for them. Have familiar rituals for the beginnings and endings. Have a wind down period and predict the closing of activities, i.e. "in five minutes we will be going back to our seats . . ."

For pupils who become distressed by unfinished experiences try to allow time for them to complete, or establish a finishing tray. Plan movement from one place to another. Attention to detail can avoid "hot spots".

Routines and rituals, which punctuate the pupil's day, are an essential means for our pupils to learn that life has a pattern. They begin to predict events and feel secure. They develop ideas of cause and effect and they learn to trust and feel in control.

When the pupils feel safe their behaviour is calmer and they can then learn strategies for coping with unrest.

Pupil Behaviour Management Plans

Each pupil within the Fortuna-Athena Federation has an individual behaviour plan and risk assessment informed by the pupil's Education Health Care Plan, the admission interview with parents/carers and ongoing learning through day-to-day interactions with the young person.

The behaviour plan and risk assessment will be used as working documents to inform staff understanding of the pupil's previously known and emerging behaviours (form, likelihood and severity) and also to detail appropriate strategies to support regulation and effectively manage behaviour.

When extreme and challenging behaviour is sustained over time and not remedied by the provision already in place, individual behaviour plans will be reviewed to set out the specific additional measures and adaptations to support a pupil with managing their behaviour.

These will be informed by professional discussion between class teams and senior leaders, in consultation with parents. These conversations will draw on anecdotal evidence alongside Physical Intervention Data, Daily Behaviour Log Scores and Boxall Profile Assessments provide by the behaviour and attitudes lead. Where appropriate additional professional may be brought in to inform the development of behaviour plans.



The implementation and success of the strategies within these plans will be measured against agreed SMART targets and ongoing professional discussion around the pupil's behaviour.

Developmental Support

Every pupil has a developmental learning plan with SMART targets related to an identified area of vulnerability from their Boxall Profile Assessment.

Through targeted action within the nurture class and through social-developmental play opportunities pupils are supported over time to develop the understanding and skills required to navigate the challenges they can experience (see Nurture Policy).

Strategies - Rewards and Sanctions

Relationships are central to behaviour management within the Fortuna-Athena Federation and are inherent with the rewards and sanctions at both schools. Within the federation, there is developmental consideration of what motivates and deters pupils which alongside the primary/secondary relationship between both schools requires some differentiation of approach.

Praise is frequent and explicit within both schools. The pupils need to hear adults talking about them in glowing terms. They need to always be told when they have had a "breakthrough" in behaviour and recognised when they sustain positive behaviour over time. Staff will endeavour to notice pupils that are managing to qualify and positively reinforce expectations

Where appropriate, stickers, stamps postcards and special recognition certificates will be used to provide a token of praise. This provides a visible cue for other staff to offer further acknowledgement and can also be shared by the pupil at home. Staff will also make their praise explicit to parents/carers through their regular communication.

Positive behaviour can also result in natural consequences such as gaining increased trust and opportunity. This can include a broader selection of activities in choosing times, bespoke activities and selection for volunteer/role model opportunities.

As with rewards, sanctions need to be purposeful and appropriate to the pupil's individual developmental needs and allow for time for the pupil to reflect on or 'practise' what it was they found challenging.

The language of choice will be used and the behaviour (cause) will link directly to the consequence (effect). For example, 'I noticed you found sitting at the table difficult today, I would like you to practise doing that for a moment before you have your choosing. This allows our pupils the opportunity to develop their ability to 'link up' experiences and understand and learn from sanctions that are put in place.

Staff within the federation recognise that for many of the pupils, coming up with new solutions to old problems will require time and adult consistency to achieve and that for some pupils, will be something they will always find challenging. Staff will consistently remain patient, consistent, insistent and persistent in supporting the pupils with their behaviour.



Staff, on reviewing the policy, have agreed upon the following:

A system of commendations exists throughout the school:

- Special mentions and prizes are awarded.
- Special mentions are read out in assembly.
- Headteacher's awards are given in assembly
- Certificates of achievement are given in assembly from any adult in the school

For inappropriate or unsafe behaviour:

- Sanctions should be seen as relevant to the pupil and the incident that occurred.
- Whole school sanctions are carried out consistently.
- Sanctions should provide an opportunity for the pupils to put things right.
- Sanctions concentrate on the "behaviour" and do not humiliate the pupil. Unconditional love and care for the child is demonstrated consistently.

The agreed sanctions are detailed below:

Low level disruption: Following on from verbal instruction and reminders to set the expectation, the pupil may work apart from classmates for a period of time within classroom or payback time out of choosing time or playtime; this needs to be purposeful and linked directly to the behaviour. For example *'I can see you are finding it hard to sit beside [other pupil] at the moment, I think we should give you some space to practise sitting and do your work at this table to help you'*.

Extreme disruption: The pupil will be required to make back time and may need to be removed from class and work under supervision. Missed time will be made up during break times or on an after-school detention. Athena has renamed detention as 'reparation time' to make it more understandable as a restoration process for the pupils.

Staff will make the reasons for make back time explicit. For example *'Because you have found it hard to be safe in the classroom today, I would like you to have an indoor play time today to show me you can manage that.'*

If all other work is completed, pupils will have limited choices for choosing activities to facilitate a calm choosing, with choices and activities that they can be successful within.

In the most serious of instances that have a sustained impact on classroom order and the learning of other pupils, internal exclusion may also be used at the discretion of the Headteacher.

Leaving school: Pupils will have a detention (Athena has renamed detention as 'reparation time' to make it more understandable as a restoration process for the pupils). This will be discussed and agreed with parents. Where there is ongoing risk of absconding, Pupils may, with prior consent from SLT, miss school trips for safety reasons.



Dangerous behaviour: The pupils will take time to discuss with adults to ensure appropriate learning takes place and makes amends through reparative/restorative action and discussion.

In the most serious of instances internal exclusions, suspension or exclusion may also be used at the discretion of the Head of School.

Damage to property: The pupil will be asked to make good the damage, and where appropriate the pupil or their parent/carer will be asked to contribute to a replacement.

Violence: Incident needs to be discussed with pupil to ensure learning takes place. Pupils will be encouraged to reconcile differences and makes amends through reparative/restorative action that shows consideration of the injured party.

After school detentions will also be used where appropriate. Athena has renamed detention as 'reparation time' to make it more understandable as a restoration process for the pupils.

In the most serious of instances internal exclusions, suspension or exclusion may also be used at the discretion of the Head of School.

Any incidence of bullying or racism; logged using CPOMs and both victim and perpetrator take time to discuss the situation and find appropriate ways of resolving negative interactions by finding positive and cooperative activities.

Internal Exclusion, Suspension and Exclusion

As previously stated, the Headteacher may deem an internal exclusion appropriate in instances of extreme disruption, dangerous behaviour and/or violent behaviour that prejudices the learning and/or safety of others.

Wilful, violent attack of a member of staff or another pupil will result, depending on individual circumstances and after discussion with Head of School, in suspension or exclusion.

Well Chosen Words

Well-chosen words can help manage escalating behaviour. The purpose in communicating with the pupil is to prevent further escalation, support regulation and support their learning.

Staff will assess during incidents whether a pupil would benefit from coregulation through well-chosen words or needs purposeful quiet to calm from a reactive state where there is risk of the pupil entrenching in argument or defiance.

Care should be taken by staff to ensure that the implicit is made explicit. The expectations of behaviour and the desired learning should be made clear by supporting adults. Qualifiers such as 'just' or 'a bit' to describe behaviour can reduce the impact of verbal support if they are used to minimise more serious behaviour. Equally, wordy or overly-long verbal input can dilute the key point being made to support learning around an incident. At all times, staff need to be mindful of what is



needed by the specific pupil/s they are supporting at that moment in time.

Where there are set scripts/phrases to use with a pupil these should be detailed in the pupil's individual behaviour plan to aid the broader staff working with the pupil as they progress through the school or federation.

Staff will also consider their tone, volume and non-verbal communication when supporting a pupil with well-chosen words.

The Rising Challenge

Challenging behaviour describes behaviour that threatens the safety of all. This includes violence, which is directed towards others and violence, which has no particular target. It also includes self-injury or "reckless regard for their own safety or for the safety of others".

Primary Prevention

In implementing the recommendations implicit in this policy, we are able to reduce the likelihood of violent and damaging behaviour occurring. We have in effect changed aspects of the pupil's living and working environment to enable them to manage themselves safely. This is primary intervention.

There will however be times when primary prevention is not sufficient means to deal with escalating problematic behaviour. Certain circumstances can trigger a violent response. Factors within the pupil relating to their own impulses or unconscious drives can also result in instances of extreme and unsafe behaviour.

Triggers can be immediate and unpredictable. At these times it is necessary to move into secondary prevention.

Secondary Prevention

In the event of challenging behaviour, it is important for staff to follow certain guidelines:

- Remain calm and maintain personal control.
- Be mindful of body language and personal space.
- Send for help before a crisis point is reached.
- Keep communicating with the pupil and offer strategies to them.
- Be aware of what might de-escalate the situation.
- Diversion e.g.: *'let's get these papers and photocopy them.'*
- Change the activity and ease any pressure.
- Increase self-esteem; remind them how well they sorted things last time.
- Separate the pupil from the behaviour.
- Give them a choice or positive strategy e.g. sit in a quiet area.
- Communicate to the pupil what is happening and let them know you are on their side e.g. *'I'm throwing the ladder over to you. I hope you can catch it and I can pull you through.'*
- Listen to the pupil and acknowledge their distress.



- Often at these times the pupil is regressed — treat them as if they were much younger.
- Beware of your own triggers. The pupil may try to transfer their own rage onto you. Do not take insults and verbal abuse personally. Hand over to someone else if you need to remain professional and perceive the situation as "a piece of work".
- If gentle physical intervention will de-escalate a violent pupil, it is wise to use it cautiously, again remember the individual personal plan of the pupil.
- If it looks as if a physical intervention is necessary try to warn the pupil beforehand.
- Where possible and safe to do so, adults must exhaust all agreed behavioural management strategies before using an accepted and endorsed physical intervention.
- Staff will support each other when dealing with extremely challenging behaviour. Staff can offer a 'change of face' to any adult where they perceive it helpful in resolving the incident for the pupil by using a shared common language between themselves.

Physical Intervention (see also Positive Handling Policy)

However skilful we become at anticipating and diffusing difficult situations, there will be times when we have to resort to physical intervention in the management of pupils.

Relevant staff at the Fortuna and Athena Federation are trained in the "Team Teach" method of positive handling. It is important that staff regularly familiarise themselves with the policy and guidelines of the "Team Teach" approach.

The following points also need to be adhered to by all staff.

- In all cases of physical intervention, the welfare of the child is the paramount concern.
- Physical intervention is used only to prevent an offence being committed.
- Injury being cause to any person, including the pupil concerned, damage to property, engagement in any behaviour prejudicial to the maintenance of good order and discipline in the school or among any of its pupils
- All staff must exercise their duty of care to take reasonable steps to protect all pupils from being harmed.
- The number of staff involved should be the minimum necessary to safeguard the child and others. No member of staff should attempt to "hold" a pupil by themselves unless it is in the interest of the pupil and safe to do so.
- The force used must be the minimum necessary to deal with the harm that needs to be prevented, i.e. it must be proportional and reasonable in the circumstances.
- All pupils have a personal risk assessment which outlines specific considerations for that pupil in relation to physical intervention. These are updated on a termly basis and as new behaviours present themselves.
- Staff need to follow a system of recording following any physical intervention. The incident must be reported using the Behaviour Smart online system on the day of the incident. All staff involved must read through the report. A post incident discussion with the pupil must also take place and be recorded along with the incident on Behaviour Smart.



Where possible time to process and reset is given to staff and the pupil following a physical intervention.

Senior members of staff and line managers offer supervision and debrief sessions for less experienced members.

Wherever possible time needs to be taken to work through the reasons for "physical intervention" with the pupil. The experience can be used for addressing issues which cause violent or unsafe responses and the pupil can be guided in how to prevent a reoccurrence.

This is an important time to explore with the pupil alternative routes and strategies to employ when they are distressed. Look to the strategies highlighted in the prevention section of this policy.

Staff may use puppets or play equipment to role play the situation with the pupil where developmentally appropriate. This indirect approach can really help the pupil to see alternatives without the demonstration feeling personal.

It is always necessary for staff to continually reflect upon the measures we use to manage and help the pupils to ensure these continue to be in the best interest of the children.

An ongoing audit provides the analytical data we need in order to continue in our efforts to reduce the need for physically intervening with any pupil to a minimum.

It is not possible to declare certain physical interventions as legal or illegal. Each separate incident would need individual assessment and could only be deemed legal or illegal through the test of a law court. Every incident has to justify that all correct procedures and practice has been adhered to.