Behaviour & Relationships Policy

Date	September 2026
Approved By	Headteacher
Date Approved	September 2026
Review Date	September 2027
Staff role responsible for review	Assistant Headteacher – PBS Lead

This policy applies to all stakeholders within Ivel Valley School & College

Introduction and Aims

This document is a statement of the aims, principles and strategies for the teaching of positive behaviour at Ivel Valley School & College and should be read with reference to our behaviour statement.

It is our aim to secure the best learning outcomes for our pupils, both in the formal curriculum and in preparation for life after school and college, and we recognise that these ends are best achieved when behaviour is well managed. We believe that behaviours of concern are not random in nature, but happen for a reason and may be the only way for our pupils to communicate; it is our job to understand what is behind such behaviour and to teach our learners how to self-regulate and to communicate appropriately.

We are committed to creating a nurturing, inclusive environment where every member of the school environment can feel safe, valued and respected. We put trauma informed practices at the heart of our approach, recognising the importance of compassion, consistency and connection.

The purpose of this policy

The purpose of this policy is to ensure that there is a considered, clear and consistent approach to behaviour support at Ivel Valley that all stakeholders can easily access and understand, in order to ensure that our pupils receive the support that they deserve.

This policy should be viewed in the context of the nature of our pupils and consider trauma informed practices with a focus on establishing positive relationships and forming connections before correcting behaviours. Our pupils have a variety of special educational needs and disabilities, including (but not limited to) autism, cerebral palsy and Down's syndrome; all pupils have learning disabilities, and many require additional support in order to meet their social, emotional and mental health needs. In addition, it is important that we consider Adverse Childhood Experiences (ACEs) and impact of these upon pupils. All staff are provided Trauma and Attachment training when completing initial Team Teach training to support understanding of our approach.

Roles and Responsibilities

The responsibilities of our staff can be found in brief in our behaviour statement and are expanded upon below:

Governors will:

- Produce and agree the written statement of behaviour principles that inform this policy
- Maintain an overview of this policy and its application
- Hold senior leaders to account through interrogation of the key behaviour data
- Advocate for pupils, families and staff
- Ensure that the Designated Safeguarding governor is aware of this policy

Senior Leadership (including the Headteacher) will:

- Ensure the behaviour policy is reviewed annually in conjunction with governors
- Ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour
- Monitor how staff implement this policy to ensure rewards and consequences are applied fairly to all groups of pupils
- Monitor behaviour incidents on CPOMS, providing advice and support to staff on managing incidents effectively. In addition, will ensure where physical intervention has been used it is reasonable, proportionate and necessary.

- Monitor the impact of PBS plans
- Ensure staff are provided with appropriate training, including Team Teach
- Ensure that any allegations against staff relating to this policy are managed sensitively and appropriately, as per the 'allegations against staff' procedures.

Staff will:

- Provide a nurturing and positive environment where everyone feels safe and valued and mistakes are seen as a part of learning. Many of our pupils learn in small incremental steps over a long period of time and our teaching must be delivered accordingly
- Model the behaviour that we expect from our pupils, especially with regard to the school and college rules. As staff, our relationships with each other should clearly demonstrate what we expect of our pupils
- Treat all pupils with respect and do not talk about them in front of others
- Use the Ivel Valley Golden Rules and Expect Respect to structure praise and motivate primarily with rewards and incentives
- Take note of the fact that we do not condone a punitive approach to managing behaviour, however, we do believe that it is important to take the time to teach the consequences of poor choices in a non-judgemental way
- Regularly provide specific descriptive praise in order to reinforce desirable behaviour and a healthy self-esteem, especially in keeping with the school rules
- Ensure all learners can communicate as effectively as possible
- Understand what a specific behaviour is communicating and to teach appropriate alternatives, thereby promoting self-regulation. It is our responsibility to observe, gather and analyse behaviour data in order to develop well informed and appropriate strategies together with parents/carers and professionals
- Provide clear expectations, with particular reference to the Ivel Valley Golden Rules, Expect Respect and boundaries with well-established classroom routines
- Adopt proactive approaches to support positive behaviour and reduce the likelihood of escalation
- Monitor and adapt our approach according to the individual needs of our pupils
- Develop and use strategies to minimise behaviours of concern or challenge
- Contribute to and support PBS plans for individual pupils
- Work closely with families, carers and other professionals to provide an effective coordinated approach in line with our PBS model
- In order to continue improving our provision, staff are encouraged to continually reflect on their practice and to maintain an inquisitive mind.

Pupils

- Pupils at Ivel Valley School will be supported to follow the Golden Rules
- Students at Ivel Valley College will be supported to follow the Expect Respect rules

These rules should be expanded upon in classroom settings in order to provide the required specificity for the individual, given their particular needs. It is important to recognise positive behaviour of all pupils regardless of their individual understanding of the Golden Rules and Expect Respect, as an inclusive school and college we will celebrate all pupils' success. This recognition is also important for pupils' parents/carers.

Behaviour support at Ivel Valley

Positive Behaviour Support

At Ivel Valley, we use a Positive Behaviour Support approach. These are our principles of Positive Behaviour Support:

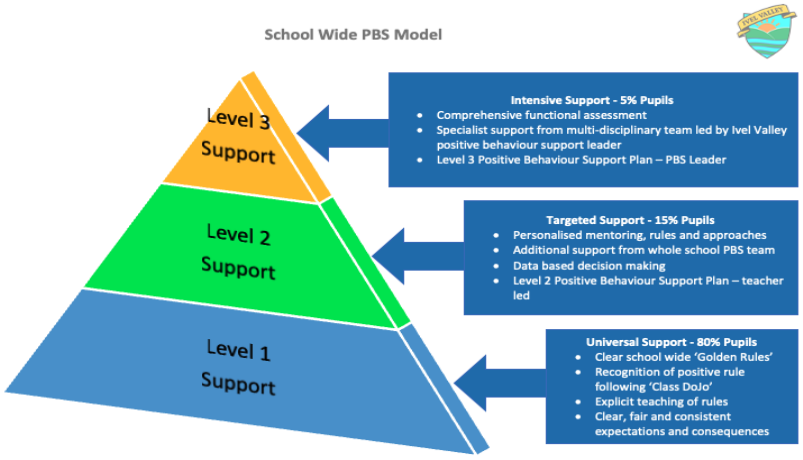
1. All behaviours happen for a reason and it is our responsibility to ensure the needs of the pupils are met.

2. The PBS approach is data led and enables us to identify potential causes or triggers of behaviours of challenge or concern.
3. The assessment, development and implementation of PBS plans are carried out in partnership with our pupils and all those involved with them.
4. The strategies developed are designed to increase quality of life for the individual and teach skills to replace behaviours of concern.
5. We have a Lead Practitioner for PBS who will work in partnership to provide training, support and guidance to ensure consistent implementation.
6. PBS plans will be monitored, evaluated and where necessary changed to support the individual's needs.

We train all of our staff in Team Teach, which is an accredited provider of positive behaviour management training, equipping individuals and teams to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships. A number of our staff are accredited Team Teach tutors, meaning that after initial training, there is constant ongoing support available.

The Three Tier Approach

We believe that our learners will respond best to clear and consistent boundaries within a positive and caring environment where their needs are well understood and catered for. To ensure that this happens, we use a Positive Behaviour Support (PBS) approach that is based on inclusion, choice, participation and equality of opportunity. We adopt a three tier approach to behaviour across the school:



Further information about how these tiers work can be found on our website:
https://www.ivelvalley.beds.sch.uk/our-school/positive-behaviour-support-three-tier-approach/

Trauma Informed Approach:

At Ivel Valley School and College a Trauma Informed approach supports the management of behaviour. Below highlights the approach we take and interventions that maybe used to support our pupils:

Our rules

We actively teach pupils our expectations of their behaviour through the use of our clear rule systems. For school-age pupils, these are our Golden Rules:

College-age students, follow our Expect Respect rules:

Rewards and Sanctions

Rewards and praise are an intrinsic part of how we reinforce positive behaviour; they are built into all tiers of the three-tier model. Pupils may receive a range of rewards as part of individual strategies devised by the class teacher. However, all pupils from Early Years through to the end of Key Stage Four are also rewarded with Class Dojo points that related directly to the Golden Rules. When pupils reach key milestones, they receive a certificate and a small item. For example, when they reach 100 Dojo points, they receive a golden pencil. In addition, students at the college site are provided with opportunities to earn raffle tickets to try and gain rewards such as vouchers for shops on a termly basis.

Due to the nature of our pupils' needs, we encourage close consideration about the use of sanctions as a meaningful tool. Generally, the best sanctions are 'logical consequences'. These are the natural outcomes that result from a pupil's actions with others or property; following through on logical consequences means that the staff member guides the pupil to take responsibility for any harm caused or damage done.

Our curriculum is designed to stimulate pupils and encourage them to complete work positively. Pupils may refuse to work at times; in these instances, teachers may require pupils to complete work during a break time as a logical consequence. However, pupils must always be given time to eat, drink, use the toilet and have a short break. Pupils may lose a privilege, or access to a reward may be restricted, for example, not being allowed to play football until work is completed.

Self-regulation strategies

Our ultimate aim is to teach self-regulation strategies. For many of our pupils, the nature of their disability can mean that the demands of day-to-day life can often feel overwhelming, stressful or exhausting. We place a strong focus on teaching appropriate and safe self-regulation strategies; we cannot take all feelings and factors that cause dysregulation away, but we can learn how to manage them. We have a school-wide focus on Zones of Regulation: for example, staff working with school-age pupils wear visual supports on their lanyards, and many pupils have their own personalised resources that have been created. It is vital that we actively teach and champion self-regulation.

Preventative measures

Whilst it is our long-term goal to teach our pupils how to regulate and manage their own behaviour, we also focus on preventative measures. Staff need to work as a team to ensure that Ivel Valley is a safe and calm space, proactively acknowledging the needs of our individual pupils and creating inclusive teaching environments.

De-escalation

Despite every effort being made to prevent incidents of undesirable behaviour, we accept that such incidents will occur. Staff need to take every effort to try and understand what triggered the event and therefore what the best strategies are for managing the behaviour at an early stage in order to avoid any escalation.

At Ivel Valley, we use Anxiety Curves as a means of understanding and responding to the various stages of behavioural incidents (see appendix one); this is integrated into our Positive Behaviour Support plans. We also train our staff in Team Teach, which advocates the use of non-physical, simple de-escalation strategies in 95% of all behaviour management interventions.

Use of Reasonable Force

In the event that we have been unable to prevent an incident from escalating, it may be necessary to use some form of physical intervention according to our positive handling policy and in line with government guidelines:

"*Reasonable force can be used to prevent learners from hurting themselves or others, from damaging property, or from causing disorder."* (Use of Reasonable Force, DfE: 2013)

The term reasonable force means to use no more force than is necessary to control or restrain. Control can either be passive (for example, blocking a pupil's path) or active (restraint). In this instance, restraint means that a pupil will be held physically or brought under control. The needs of our pupils is such that the presentation of some extreme behaviours can only be managed with the use of restrictive physical interventions. Recognising this, we have a separate Positive Handling policy, which must be read in conjunction with this policy. The key message is that the use of restrictive physical intervention must be **reasonable, proportionate and necessary**.

Searching, Screening and Confiscation

In addition to accepted list of prohibited items we would include vapes and electronic cigarettes for pupils under the age of 18. Ivel Valley School and College reserve the right to search, screen or confiscate these prohibited items following the Searching, Screening and Confiscation advice from DFE July 2022. In accordance with the guidance any decision to conduct a Searching, Screening and Confiscation will be made by the Headteacher or designated safe guarding lead.

When considering the use of reasonable force to search a pupil, reference must be made to the current Department for Education (DfE guidance document, 'Searching, Screening and Confiscation: Advice for schools'. In addition, further information on use of reasonable force and searching pupils can be found in our Positive Handling Policy.

Suspensions and permanent exclusions

We work hard to minimise the use of external exclusions; we recognise that they often put undue pressure on families and can be damaging to the relationship between the pupils and the school. In the rare occasions when an external exclusion must be considered, it will be done so according to our suspensions and permanent exclusions policy, which will be based on current DfE guidance.

Reparation

After an incident has taken place, the time must be taken to restore relationships and discuss how to make different choices next time. For some pupils, this might mean a structured discussion; for others, it might involve spending calm and positive time together – all pupils have individual needs and therefore need an individualised approach.

Supporting pupils through periods of dysregulation can be challenging for staff too. The PBS Lead, supported by other members of the leadership team, offer opportunities for debriefing and support. Staff are encouraged to consider accessing the Employee Assistant Programme Care First if this is needed.

Seclusion & isolation

Ivel Valley does not use seclusion nor does it use seclusion or isolation rooms. Pupils may, from time to time and in challenging circumstances, be removed from an area and receive 'timeout'. During this time pupils are constantly supported and closely supervised whilst they have time away from other pupils. A pupil **will not** be isolated (forced to spend time alone and prevented from leaving a room by locking or blocking doors) at Ivel Valley. Any use of this method of behaviour management is antithetical to the ethos of the school.

Child-on-child abuse

Our approach

Ivel Valley takes a zero-tolerance stance on **child-on-child abuse, bullying and discriminatory behaviour**. However, due to the complex nature of our pupils, such incidents are rarely straightforward, and it is vital that we work to understand and unpick individual situations. Further information can be found in the 'child-on-child abuse appendix within our safeguarding policy, and within our anti-bullying policy.

Sexual harassment and violence

We will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Our response will be proportionate, considered, supportive, and decided on a case-by-case basis. We have procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to social care
    - Report to the police

Further information can be found in our safeguarding policy and we will also be guided by the DfE guidance 'Sexual violence and sexual harassment between children in schools and colleges'.

Recording and assessing behaviour at Ivel Valley

Recording

All serious incidents are recorded on our online system – CPOMS. As well as providing a factual record and easily sharing information with key people, such as the PBS Lead, CPOMS can be used to analyse incidents and discover any trends. A serious incident is one resulting in significant disruption to learning, either of the learner themselves or those around them, or risk of harm to themselves or others. Not all serious incidents result in physical interventions, but all must be recorded. We also encourage staff to record any dangerous behaviour, or behaviour that is out-of-character for the particularly pupil.

Assessing

The PBS Lead reviews CPOMS entries on a daily basis to assess levels of support needed. Examples of actions taken might include:

- Discussing with a team how an incident was managed
- Offering support or debriefs for individual staff
- Asking teachers to complete more detailed daily recording
- Asking teachers to develop or review a PBS plan

Any pupils presenting behaviours of concern and fall into tiers 2 or 3 will have a Positive Behaviour Support Plan, learners who present a risk to themselves or others will have a Risk Assessment (see appendix B).

Working with others

Liaison with families

Parent/carer involvement is a fundamental part of the PBS approach. Parents/carers whose child falls into tier 1 are updated through regular contact through Class Dojo (EYs to KS4), email, phone (College), or through face-to-face meetings where appropriate. Pupils in EYs to KS4 receive certificates and 'Golden Rules' stationery to take home and share their achievements with their parents/carers.

Parents/carers are a fundamental part of PBS plans and are equal partners in the pupil's positive behaviour support team. Class teachers, and where applicable Teaching Assistants, will maintain frequent contact with families of children in tiers 2 and 3 during term time.

Liaison with other professionals

For many pupils, it will be important to work closely with other professionals to ensure that PBS plans are appropriate, achievable, and meet the pupil's needs in all settings. These professionals might include:

- Speech and Language Therapists
- Special Needs nursing team and/or paediatricians
- CAMHS workers
- Respite workers
- Social workers

Teachers, with support from the PBS Lead and Designated Safeguarding Lead (DSL), will need to know which key people are supporting their individual pupils, to enable them to make informed judgements about which information they share with people at which points. For example, if a pupil has recently started a new medication and demonstrates a change in behaviour, it would be important to inform the nursing team.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's behaviour of challenge or concern may be linked to them suffering, or being

likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our safeguarding and child protection policy for further information.

Behaviour outside of school premises

Ivel Valley recognises that poor conduct that happens beyond our premises, including online conduct, can have an adverse impact on the welfare of pupils and also cause reputational damage to the school & college.

Ivel Valley staff may discipline pupils who misbehave in the following circumstances:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil;
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on Ivel Valley premises or elsewhere at a time when the pupil is under the control or charge of a member of Ivel Valley staff.

Legal Framework & Statutory Guidance

Linked national guidance

- Behaviour in Schools: Advice for headteachers and school staff (DfE: February 2024)
- The Equality Act (2010)
- Getting the Simple Things Right (DfE: 2011)
- Guidance on the Use of Restrictive Interventions for Learners with Severe Behavioural Difficulties (DfES: April 2026)
- Keeping children safe in education (September 2026)
- Positive environments where children can flourish: A guide for inspectors about physical intervention and restrictions of liberty (Ofsted, 2021)
- Preventing and Tackling Bullying (DfE: 2026)
- Searching, screening and confiscating: Advice for headteachers, school staff and governing bodies (DfE: 2023)
- SEND code of practice: 0 to 25 years (2024)
- Use of Reasonable Force (DfE: 2025)

Linked policies

- Allegations against staff procedure
- Anti-Bulling policy

- Suspensions and Exclusions policy
- Safeguarding and Child Protection policy
- Positive Handling Policy

Equalities and Inclusion

Ivel Valley will apply this policy fairly and without prejudice. The school recognises and will abide by its duties to ensure that pupils and staff are protected from discrimination in relation to their protected characteristics as defined by the Equality Act 2010. This policy has been written with due regard to the Equalities Act 2010.

School leaders will look at patterns of behaviour in the behaviour data generated by CPOMS to ensure that this policy doesn't unintentionally discriminate against pupils based on their protected characteristics.

Appendices

1. **Positive Behaviour Support Plan Tier 3**
2. **Positive Behaviour Support Plan Tier 2**
3. **Personal devices and mobile phones**

Appendices

Appendix 1 - Positive Behaviour Support Plan Tier 3

My Positive Behaviour Support Plan

About Me
My Long Term Goals
My Positive Behaviour Support Team

My Targeted Behaviours
Hypothesis

My Personalised Rules

Targeted Behaviour	**Rule**

Anxiety Curve – with replacement skills and positive reinforcement strategies

	Calm and Alert	1. First signs	2. Escalation	3. Crisis	2. De-escalation	1. Re-engage	Calm and Alert
What we see the pupil do (please include any triggers)							
Function of the behaviour							

What staff should do (please include any positive handling strategies)							
Replacement Skills to be taught (what skills do we want the pupil to have to deal with this)							
Positive Reinforcement (what strategies will you use to praise and reward good behaviour)							

Consequence for breaking rules (how will you reinforce that the rules should be adhered to)							

Action Plan

Targeted Behaviour(s)	Actions	People	Deadline

Risk Assessment

Aspects	Details/Potential Risks	Impact (I) 1-5	Likelihood (L) 1-5	Level of Risk (I x L)
Physical Aggression				
Verbal Aggression				
Sexual behaviour				
Damage to property				
Medical				

Score	Action
1-4 Low	Apply whole school behaviour policy and procedures. Use positive reinforcement and Golden Rules. – ***tier 1***

5-9 Medium	Monitor. Complete PBS Plan – ***tier 2***
10-15 High	Full risk management plan required, complete control measures below. Complete PBS Plan – ***tier 3***
16-25 Extreme	Extreme Risk: Refer to Headteacher - ***tier 3***

Control Measures	**Details**
Physical Aggression	
Verbal Aggression	
Sexual behaviour	
Damage to property	
Medical	

Monitoring

Measure (Numerical Data)	**Targeted Behaviour(s)**	**Baseline Data**	**Checkpoint 1**	**Checkpoint 2**

Reflection				

Appendix 2 - Positive Behaviour Support Plan Tier 2

My Positive Behaviour Support Plan

About Me
My Long Term Goals
My Positive Behaviour Support Team
My Targeted Behaviours

Hypothesis

Appendix 3 - Personal devices and mobile phones

Personal devices and mobile phones

- Some pupils bring personal devices into school to use whilst on bus or taxi journeys. This is acceptable, but families must be aware that Ivel Valley cannot be responsible for ensuring the safety of these devices.
- All pupils are supported to hand personal devices to store in a safe place throughout the day, for example the office are able to store mobile phones.
- Personal devices during the day - must not be used throughout the day, unless there is a specific need for them as a learning or health tool, for example as a communication aid.
- College students are allowed to bring their phones to college with them; staff work with students to teach them how to use their phones to aid their independence, for example using calculators, accessing shopping apps, taking images as aide memoirs, following QR codes, or calling for help when travelling independently. This may apply to some Key Stage 4 pupils at the discretion of Key Stage Lead and Assistant Head Teachers.
- College students can use their phones during break times. This must happen in the context of proactive safety messages from staff, as explored above.
- Students have to sign a mobile phone use agreement.
- They can access a 'Bring your own device' wifi, which offers the same high levels of filtering and monitoring.