

# Behaviour Policy



**Hazel Oak School**

**March 2026**

**To be reviewed February 2026**

**Approved by Governors**

# Hazel Oak School – Behaviour Policy

*This policy summarises our behaviour approach. Staff should refer to the **Behaviour Handbook** for detailed guidance, examples, and procedures.*

## 1. Purpose

Hazel Oak School is committed to creating a safe, calm, and supportive learning environment where every pupil can thrive. Behaviour is understood as a form of communication, and our approach is rooted in trauma-informed, neuro-affirming practice. We respond with unconditional positive regard at all times, separating the child from the behaviour and ensuring every pupil feels valued, safe and respected.

Staff actively seek to use specific, meaningful and descriptive praise to reinforce effort, regulation, communication and kindness.

This policy outlines our core expectations, values, and systems.

**All operational guidance, scripts, models, and strategies are detailed in the Behaviour Handbook.**

## 2. Key Principles

Our approach is rooted in nurture, co-regulation, and restorative practice.

We recognise behaviour as communication and prioritise relationships.

### **Key Features:**

- Unconditional positive regard for all pupils
- Descriptive praise embedded in daily practice
- Personalised support through graduated response (Tier 1–4)
- Adapted restorative approaches based on developmental readiness
- Strong focus on non-verbal and complex learners

### **Impact:**

- Improved regulation and engagement
- Reduction in behaviour incidents over time
- Strong relationships and sense of belonging

Our behaviour approach is underpinned by the following whole-school principles:

### **2.1 Neuro-affirming Practice**

We recognise and celebrate neurodiversity and design environments, routines, and support systems that help all learners feel safe, valued, and understood.

*(See Behaviour Handbook: Neuro-affirming practice; Sensory regulation)*

### **2.2 Trauma-Informed Practice**

Staff prioritise psychological safety, consistent relationships, and predictable routines. We shift the question away from “What’s wrong with you?” to “What happened to you?”

*(See Behaviour Handbook: PACE, Trauma-Informed Practice)*

### **2.3 Positive, Proactive Support**

Our goal is to reduce anxiety and prevent escalation through clear boundaries, relational practice, co-regulation, and structured routines.

*(See Behaviour Handbook: Emotion Coaching, Nurture, Routines)*

### **2.4 Behaviour as Communication**

Pupil behaviour communicates an unmet need, emotion, or lack of skills. Staff focus on understanding the reason behind behaviour and teaching alternative strategies.

*(See Behaviour Handbook: Zones of Regulation, Sensory Processing, Communication)*

### **2.5 Consistency and Predictability**

Pupils feel safe when adults respond consistently. Staff follow shared routines, language, and processes across the school.

*(See Behaviour Handbook: Routines, Environmental Expectations)*

## **3. Staff Expectations**

All staff are expected to:

- Build strong, trusting, respectful relationships with pupils.
- Use PACE, Emotion Coaching, and restorative practice as standard response approaches.
- Provide co-regulation support when pupils show early signs of dysregulation.
- Maintain predictable routines and clear visual supports.
- Record incidents accurately on **Solar** (Trackable) and follow handbook expectations.
- Seek support from the pastoral team where strategies are not having impact.

*(See Behaviour Handbook for scripts, examples, and implementation guidance.)*

## 4. Core Behaviour Approaches

### 4.1 PACE

Staff use **Playfulness, Acceptance, Curiosity, and Empathy** to ensure pupils experience felt-safety and connection.

*(See Behaviour Handbook: PACE section for examples)*

### 4.2 Emotion Coaching

Emotions are recognised early, validated, and supported through co-regulation and problem-solving.

*(See Behaviour Handbook: Emotion Coaching)*

### 4.3 Restorative Practice

Incidents are followed up through restorative conversations that focus on repairing harm and rebuilding connections—not blame. This can be adapted according to age and stage.

*(See Behaviour Handbook: Restorative Practice)*

### 4.4 Sensory Regulation

Staff make reasonable adjustments to help pupils regulate their sensory needs. This includes sensory circuits, individual sensory diets, and OT guidance.

*(See Behaviour Handbook: Sensory Processing, Sensory Diets)*

### 4.5 Nurture Principles

Some children require additional relational support through nurture-informed practice or targeted interventions.

*(See Behaviour Handbook: Nurture section)*

## 5. Responding to Behaviour

Our behaviour response model prioritises **prevention, regulation, and repair**.

### 5.1 Early Intervention

Staff recognise early signs of dysregulation and respond with:

- co-regulation
- sensory support
- safe spaces
- emotion coaching
- predictable transitions

*(See Behaviour Handbook: Zones, Sensory strategies, Co-regulation plan)*

## 5.2 Crisis Response

If a pupil becomes unsafe:

- Staff prioritise safety and reduce stimulation
- Team Teach strategies may be used if required and appropriate
- Parents are informed on the same day  
*(See Behaviour Handbook: Team Teach section)*

## 5.3 Recovery and Repair

All significant incidents are followed by:

- a restorative conversation (adapted to pupil need)
- sensory regulation as needed
- reflection on triggers and unmet needs  
*(See Behaviour Handbook: Restorative Practice, Functional Behaviour Analysis)*

## 6. Recording and Monitoring

- Positive behaviours and activity are regularly recorded and shared with pupils and families.
- All behavioural incidents are recorded on **Solar (Trackable)**.
- All staff track trends to create or adjust support plans.
- Physical intervention is recorded and communicated to families.
- Some pupils may require **Functional Behaviour Analysis (FBA)** cycles to support next steps planning and support.  
*(See Behaviour Handbook: Trackable, FBA procedures)*

## 7. Additional Support Pathways

Some pupils require more targeted intervention, which may include:

- Sensory diets
- Nurture group support
- SALT input
- Pastoral intervention
- Multi-Disciplinary Team involvement  
*(See Behaviour Handbook: MDT, Sensory, Nurture)*

## 8. High expectations

- We recognise that behaviour, emotional regulation, and communication are skills that are explicitly taught, modelled, and practised across the curriculum and daily interactions.
- We maintain high expectations for all staff and pupils, recognising that every learner can succeed with the right support.

## 9. Linked Documents

This policy must be read alongside:

- **Behaviour Handbook** (full operational guidance)
- Safeguarding Policy
- SEN Policy
- Communication Handbook
- Team Teach guidance
- Safe Touch Policy
- **When the Adults Change, Everything Changes (text) – Paul Dix**

## 10. Review

This policy will be reviewed annually or sooner if required based on pupil need, staff feedback, or emerging evidence from behaviour data.

# Behaviour: In-the-Moment Response Guide

## **1. Notice & Regulate First**

- Stay calm, lower voice, reduce language
- Offer space, sensory support, or co-regulation

## **2. Validate & Connect**

- Acknowledge feelings (no judgement)
- Use unconditional positive regard

## **3. Support Communication**

- Use visuals, symbols, or alternative communication
- Interpret behaviour as communication

## **4. Restore (When Ready)**

- Use restorative or adapted approaches
- Focus on repair, not blame

## **5. Reinforce Positives**

- Use frequent descriptive praise in all contexts.
- Use specific, holistic praise (effort, regulation, kindness)