



PURPLE OAKS ACADEMY

Behaviour and Motivation Protocol

Policy review date: September 2026

Protocol Overview

The purpose of this protocol is to provide staff, students, parents and our school community with information, strategies, and legal requirements regarding how we approach behaviour and motivation at Purple Oaks Academy.

Purple Oaks Academy uses positive behaviour support to enable students to inform our practice in supporting children who may exhibit behaviours of concern.

Our school values and ethos underpin our attitudes, actions, and words towards students in our care. Just as we might support a student with the acquisition of academic skills it is fundamental that we also develop behaviours which are safe, functional, dignified, effective and respectful of others. The school's key drivers of communication, safety, independence, and wellbeing ensures that these skills or not only expected but supported and taught to children who may have difficulties in these areas. All classes develop a code of conduct or agreement around expectations of themselves and each other based on our key drivers and underpinning principles (see below). Individualised Positive Behaviour Support Plans and provision maps ensure the needs of every child are understood and met.

At Purple Oaks Academy we have the following underpinning principles

- Positive and meaningful relationships are imperative to our practice between all members of our school community
- Unconditional positive regard should be practiced and always reinforced
- Children and adults have a sense of belonging, feel safe, secure, and valued
- The importance of fostering social relationships in a school community and appreciating and celebrating difference
- Responsibility and accountability for one's own actions and their impact on others
- Respect for others, their views, feelings, and circumstances
- Fairness
- Consistency
- A willingness to create opportunities for reflective change in students and staff

Purple Oaks Academy view behaviour as a form of communication. We recognise that there are a wide variety of needs which may result in a particular presentation, and this may change over time for particular children. We appreciate that every child, every situation and every family is unique, and we acknowledge that not one approach will support or resolve every child's behavioural challenge. We draw on a range of methodologies and proven techniques and remain curious in establishing the functions of children's behaviour. We engage in

a reflective approach that is knowledge based and flexible to the situation as it arises. At Purple Oaks Academy, behaviour is analysed through data so that patterns can be identified and strategies used are informed and appropriate to the function of the behaviour.

Some of our students will not have the verbal language to communicate their need, want or distress. Even where students have the capacity of speech to explain, this language is not always effective when they are in distress. Positive behaviour support plans and provision maps indicate students preferred method of communication even when distressed. Therefore, it is crucial that the adult attends to the behavioural conversation alongside any spoken conversation. We use the support of speech and language therapists to remove communication barriers.

We would also regard the student's sensory needs as a fundamental physiological need; provision of an appropriate sensory programme or diet is put in place for many students to ensure they are sufficiently sensorily integrated before engaging with tasks. Sensory techniques are also used extensively to support the purposeful learning of students. We recognise that everyone's sensory systems work differently, and we use the expertise of occupational therapists to support our understanding of the individual and what they need.

Responding to behaviour

At Purple Oaks Academy, we acknowledge that students respond more positively to adults when they have positive and safe relationships. We expect all staff to role model good behaviour (behaviour that is appropriate to the social context) and acknowledge this behaviour to encourage repetition. We expect staff to communicate verbally and non-verbally Purple Oaks Academy's expectations and values and key drivers to all students. All interactions give staff the opportunity to reinforce routines, expectations and develop meaningful, consistent, and safe relationships with students. At Purple Oaks we use the following to empower our children:

- Verbal praise
- Communicating praise to parent/carer via call or email
- Celebrating achievements in assemblies
- Positions of responsibility/Jobs

Behaviour support begins with the curriculum and classroom practice across school. Classroom approaches ensure low level disruption is addressed, basic needs are met and a 'readiness to learn' environment supported. Communication and self-awareness are often areas in which our students need to further develop skills and our curriculum reflects this. We use the specific approaches (Zones of Regulation and Interoception) to explicitly teach children self-regulation skills.

Natural consequences teach safety as well as ensuring expectations are clear, where possible and appropriate students are given opportunities for reparation. We do not use a punishment-based approach, and we work with students to develop their strategies around taking responsibility without invoking a feeling of shame. Many of her students have Adverse childhood experiences we avoid triggering further trauma whilst supporting the child to recognise and take responsibility for their behaviour.

Consequences are:

- A verbal/written reminder of expectations of behaviour e.g., - conversation, social story,
- or use of symbols

- Reflection using resources such as What/Who/Why/Where books or comic strip conversations
- Change in activity or lesson e.g., - Not able to access offsite provisions for safety purposes
- Positive contributions to the school e.g., - watering gardens or tidying areas of school
- Environment change- A student may need to be supported to work in a different area for reasons of safety and regulation.
- Suspension
- Permanent exclusion

We recognise that different children have different ways of processing situations and experiences, and we ensure that the above take place at a time which is right for the child. Consistency is important across the academy, however reasonable adjustments to the policy may be made in relation to a student's SEND status or their protected characteristics.

We use the following approaches to support relationships and a restorative approach.

- Respect- for everyone by listening to opinions and learning to value them
- Responsibility- taking responsibility for your own actions
- Repair- developing the skills within our school community to identify solutions and repair harm
- Re-Integration- Working through a structured, supportive process that aims to solve the problem

Reactive strategies may be used in crisis situations these are designed to keep the person and those around them safe from harm. They provide a way to react quickly in a situation when the person is distressed or anxious and/or likely to display unsafe behaviours of concern. This may include the use of Restrictive Physical Intervention (please see Restrictive Physical Intervention section).

Positive Behaviour Support Plans and Risk Assessments

Each student has a positive behaviour support plan written by the class team with input from parents, students and professionals where appropriate. The plan works in conjunction with risk assessments; all plans and risk assessments are shared with home so that everyone understands the provisions in place. We believe that if you can identify the function of the behaviour, then you can teach someone a more effective and acceptable behaviour to replace a challenging one. We acknowledge that behaviours of concern may be fulfilling an unmet need such as a sensory need or may be to communicate for example hunger.

We record and categorise behaviours into four functions there are social attention, access to tangible items, escape or avoidance and sensory sensitivities. The identified function informs the response in each situation to reduce the behaviours of concern.

If a child requires additional support, we will ensure this is communicated home so that we can make referrals to outside agencies. This will support school and families to further develop understanding of children's needs.

How do we all work together?

Staff

Staff are responsible for

- Practicing unconditional positive regard
- Implement the behaviour policy consistently
- Supporting children to identify strategies to help them manage their emotions
- Identify functions of behaviour and implement strategies to support children
- Model positive behaviour
- Ensure positive behaviour support plans are current and individualised
- Ensure all children are treated fairly with awareness of the protected characteristics
- Sharing achievements and successes with parents and carers
- Record behaviour Incidents and Restrictive Physical Interventions as per policy

Families

Families are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstance that may affect their child's behaviour
- Discuss any behavioural concerns with school
- Be a good role model to their child
- Feel welcome in school to discuss their child in a positive atmosphere
- Build positive relationships with staff supporting their child in school
- Be receptive to new ideas and suggestions around their child's behaviour
- Feel informed about activities and events in school

Students

Students are expected to engage positively in learning:

- What good behaviour means and looks like
- How to use strategies to self-regulate
- To respect themselves and others
- To co-operate with others
- How their behaviour may impact on others
- How to resolve friendship difficulties and differing opinions
- What makes them feel happy
- Respect for their property and that of others
- How to behave in a way which means all students can learn

Leaders

- Ensure policy and protocol are being used consistently
- Communicate with staff/professionals/parents

- Ensure that staff training meets the needs of the school
- Review all practices in school and make adaptations, where necessary, and after collaborative reflection
- Ensure the culture in school reflects our ethos

Staff Training

Staff will receive a comprehensive programme of training across each academic year. We recognise that behaviour and motivation are impacted by the strategies that we use, the learning in our classrooms and the way we support children to communicate. Sessions will be tailored to meet the needs of our cohort and the experience and understanding of our staff team.

PRICE (Protecting Rights in a Caring Environment) is one aspect of our training with regard to the support we provide to our students. Our academy PRICE instructors train staff in positive behaviour support and restrictive physical intervention in line with the PRICE Safe school's programme. This involves strategies to manage behaviours of concern, de-escalation and diffusing skills and restrictive physical intervention for use as a last resort (and to maintain a safe environment for all). As a school we recognised that unmet needs would impact on children's ability to engage and learn. Each student has a Positive Behaviour Support Plan written by the class team with input from parents, students, and professionals where appropriate, this works in conjunction with risk assessments and student profiles. Members of staff at Purple Oaks Academy receive regular CPD in strategies which support children's SEND needs from school staff and outside professionals.

New staff are trained in PRICE Safe Schools during the term they arrive, and this is refreshed yearly. Existing staff have their Safe Schools training refreshed yearly, and instructors also have their training refreshed in line with PRICE requirements. As a school we recognise and follow the standards of the restraint reduction network.

Searching and confiscation

Principals and authorised staff can use force as is reasonable, given the circumstances, to conduct a search for the following prohibited items:

- Knives or weapons
- Alcohol
- Illegal drugs and paraphernalia
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury (physical or psychological) or damage to property.

Staff will always give students the opportunity to volunteer any prohibited items and support them to identify the dangers related to the items or situation. Where a member of staff suspects that a student is in possession of a prohibited item and the student refuses to cooperate with a search of their person or of their property, the Academy may treat this as a disciplinary matter and apply the appropriate consequence.

Purple Oaks Academy follows the DFE's guidance on searching and confiscation when disposing of prohibited items. (Searching, screening and confiscation – Advice for Headteachers, school staff and governing bodies, July 2022). Any cigarettes or e-cigarettes confiscated in the Academy may be destroyed.

Mobile phones are not permitted in school by students and should be handed to the office staff to lock away on arrival.

Exclusions

We adhere to GAT suspension and exclusion policy

Student Behaviour and Exclusions Policy (greenwoodacademies.org)

Bullying

It is important to accurately identify bullying - bullying is a behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying is not an isolated incident.

At Purple Oaks Academy, we have high expectations of all of our students and expect our students to conduct themselves in the best way possible at all times. We aim to provide a supportive, caring and friendly environment which allows all our students to learn, grow and develop to achieve their full potential. The school does not tolerate bullying in any form and actively works to prevent it: when it is identified we are committed to tackling it.

Our school ethos promotes inclusion at all levels, whether that is based on race, sexuality or disability. Due to the complexity of need for some of our students they may not know or understand that their behaviour constitutes bullying. Similarly, some of our students would not have the understanding to know or the verbal communication to express that they were being bullied. As practitioners it is our role to ensure that we are recognising when these behaviours occur and support our students to behave and respond in a way that is more appropriate and desirable.

Bullying behaviour may include, but is not limited to:

- physical bullying: hitting, slapping or pushing someone
- verbal bullying: name calling, gossiping or threatening someone
- non-verbal abuse: hand signs or text messages
- emotional abuse: threatening, intimidating or humiliating someone

- exclusion: ignoring or isolating someone
- undermining, constant criticism or spreading rumours

- controlling or manipulating someone
- making silent, hoax or abusive calls

The following types of bullying would also be defined as a hate crime:

- racial, sexual, transphobic or homophobic bullying
- bullying someone because they have a disability

At Purple Oaks Academy, we use our curriculum strategies and interventions as a tool to teach anti-bullying. Students learn about prejudice at a level that is accessible to them. We celebrate diversity, both within our own community as well as nationally and globally. We teach our students to be good citizens, to be kind and to understand we are all different but equally valued. We foster a culture of acceptance, and this is taught throughout all aspects of our curriculum including through PSHE and RSE.

We work collaboratively with families to ensure that they can share concerns with staff and that those concerns are dealt with sensitively and promptly. This may include incidents that happen outside of school.

We use our restorative approach to address bullying (as outlined above). Students are involved in the process, and our model promotes collaboration rather than punitive measures to tackle incidents of bullying.

All incidents of bullying and child on child abuse is recorded on our internal system, CPOMS. Appropriate actions are also recorded as well as any external agency involvement. The system is robust and ensures that we are routinely monitoring incidents and our effectiveness at dealing with them.

Promoting and managing students' mental health

The additional needs of our students mean that they are more vulnerable to mental health difficulties. It is therefore essential that we put support, interventions, and strategies into place to prevent and respond to this. We make referrals and seek advice from other professionals in cases where our strategies and interventions have been exhausted.

The culture and structures that are in place to promote our students' mental health are:

- All staff at Purple Oaks Academy set a culture which ensures that all students are valued, and they feel that they belong/have a sense of belonging. This is upheld by all staff treating students with unconditional positive regard.
- An ethos of setting high expectations of progress for all students with consistently applied support both in and outside of the classroom. This includes clear policies on behaviour and bullying that set out the responsibilities of everyone in the school to manage behaviours of concern in an ethos of unconditional positive regard.
- A senior leadership team and SENCO that oversees the strategic development of provision for students' mental health. Key to this is ensuring that all adults working in the school understand their responsibilities to support students' mental health and needs highlighted in their EHC plan. This includes ensuring colleagues understand how the school identifies and meets students' needs, provide advice and support to colleagues as needed and liaise with external SEND professionals, as necessary.

- Working with parents and carers as well as the students themselves, ensuring their opinions and wishes are considered and they are kept fully informed so they can participate in supporting their child in partnership with us.
- Continuous professional development for staff that makes it clear that promoting good mental health is the responsibility of all members of school staff and community, informs them about the early signs of mental health problems, what is and is not a cause for concern, and what to do if they have spotted a developing problem.

We recognise that some of our students have had adverse childhood experiences and use approaches which will support them such as the use of emotion coaching and strategies which are attachment aware. These are developed through staff CPD either through the Educational Psychology Service or our own staff.

Communication

To help support students in managing their behaviour and identifying functions of behaviour it is important to monitor when and where incidents of behaviour occur. All significant behaviour incidents should be recorded on CPOMS (the schools online recording system). Staff should record the incident and will be prompted for details such as the time. Staffs record should be factual and free from opinion and state the behaviour and the action. Staff will also record what they feel is the function of that behaviour. Staff may also use ABC charts and other systems of recording to spot patterns of behaviour and antecedents.

This information will be used to inform approaches to learning and curriculum content. Positive Behaviour Support Plans/Provision Map and Risk Assessments. It is also used to inform provision across school and school development priorities.

If whilst dealing with an incident of behaviour of concern, an injury, or the potential for injury to have been caused has occurred either to a member of staff or a student the relevant form (Smartlog) should be completed and a member of the senior Leadership made aware. We recognise that we have a duty to work transparently with all stakeholders.

For incidents where a student has been injured, parents should be contacted and informed as well as the relevant first aid documentation filled out.

Staff teams communicate with parents/carers directly via telephone calls or email to celebrate achievement and positive contributions across school. School works in partnership with parents and carers to develop PBSP's, parents would be contacted directly for serious incidents such as the use of racist language, physical assault, or bullying.

We share information with other professionals as appropriate in line with our safeguarding and GDPR (General Data Protection Regulations) policies.

Restrictive Physical Intervention and use of reasonable force.

At Purple Oaks Academy we strongly believe that when our children are happy and their needs are understood and met this allows them to self-regulate and behave well. We consider self-regulation as something we need to support and teach.

At Purple Oaks Academy, we use PRICE (Protecting Rights in a Caring Environment) to support our staff training around de-escalation and diffusion when children are dysregulated and if they reach crisis point. All our staff access this training and in addition to this we have PRICE Instructors within our staff team. Restrictive physical intervention is only used as a last resort and for reasons of safety. In the majority of cases, de-escalation and diffusion are the appropriate methods of managing situations. Our practice is guided by the recommendations of the Restraint Reduction Network (RRN).

This school adheres to the PRICE principles for physical intervention; these are in line with the standards detailed by the Restraint Reduction Network. We aim to reduce reliance on physical intervention and only using minimum force for the shortest time. Physical restraint methods will only be used as a last resort where de-escalation techniques have failed or cannot be used. The RNN standards are designed to protect people's fundamental human rights and to promote person centred best interest and therapeutic approaches to supporting people when they are distressed.

They aim to facilitate culture change and exist to:

- Improve the quality of life of those being restrained and those supporting them
- Reduce reliance on restrictive practices by promoting positive culture and practice that focuses on prevention, de-escalation and reflective practice
- Increase understanding of the root causes of behaviour and recognition that many
- behaviours are the result of distress due to unmet needs
- Where required, the RNN Standards focus on the safest and most dignified use of restrictive
- interventions, including physical restraint

Physical Intervention may be needed in the following situations:

- Causing injury or harm to themselves
- Causing injury or harm to others
- Causing damage to property
- Prejudicing the maintenance of good order and discipline at Purple Oaks Academy

Reasonable force can be used when there is no other option to maintain the safety of the student, other students or staff. PRICE principles will always be adhered to when physically supporting children.

Please refer to the Purple Oaks Academy Physical Intervention Policy for further information.

Safeguarding

At Purple Oaks Academy, we have a Safeguarding Policy and Procedures that are available to all parties. The Designated Senior Leads for Safeguarding review and update these policies and procedures, in-line with any new legislation or recommendations, annually. Staff members are expected to read and record that they have read this policy.

Equal Opportunities

Everyone has the right to work in a safe, healthy, and happy environment. We strive to enable all our students and staff, regardless of ability, ethnicity, religion, gender, or orientation to participate fully and happily in the

life of the school. We believe that our behaviour management policy upholds the dignity and maintains the safety and well-being of all.

Documents consulted:

BILD Centre for the Advancement of Positive Behaviour Support, The Use of Seclusion, Isolation and Time Out, December 2015

DfE Departmental Advice. July 2013. 'Use of reasonable force,' Education Act 1996

Education and Inspections Act 2006.

DfE Departmental Advice. 'Behaviour and Discipline in Schools,' February 2014

DfE Departmental Advice, 'Exclusion from maintained schools, Academies and student referral units in England,' 2011

Restraint Reduction Network (RRN) Training Standards First edition 2021