



PURPLE OAKS ACADEMY

Behaviour and Motivation Protocol

Date: September 2027

Policy Review Due: July 2027

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.

At Purple Oaks Academy, our values and ethos shape every interaction, decision, and approach to supporting our students. We recognise that every child is unique and has individual strengths, needs, and aspirations. Just as we support students to develop academic knowledge and skills, we are equally committed to helping them develop behaviours that enable them to feel safe, communicate effectively, build positive relationships, and participate meaningfully in their school and wider community.

Our key drivers of communication, emotional regulation and independence provide the foundation for this work. We understand that many of our children may need additional support to develop skills in these areas, and we are committed to teaching, modelling, and nurturing these behaviours in a way that is respectful, dignified, and responsive to individual needs. We focus on understanding the reasons behind behaviours and creating supportive environments that help students succeed.

Each class develops a shared code of conduct (stop/start behaviours) that reflect our key drivers and underpin the principles, promoting mutual respect, belonging, and positive relationships. Individualised Positive Behaviour Support Plans (PBSP's) and provision maps ensure that every child's strength, needs, preferences, and goals are understood and that the right support is in place to help them thrive.

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

At Purple Oaks Academy, we recognise that all behaviour communicates a need. We use behaviour data to help us understand patterns and identify the function of behaviour, enabling us to put the right support in place for each pupil. Through our Plan, Do, Review approach, we work collaboratively to monitor progress, reflect on what is working, and make adjustments where needed.

At Purple Oaks Academy, equity means recognising that every child is unique and ensuring they receive the support, opportunities, and adjustments they need to thrive. We are committed to creating an inclusive environment where differences are valued, barriers to learning and participation are reduced, and all students are treated with dignity, respect, and unconditional positive regard. Through personalised support and high expectations, we enable every learner to feel safe, belong, and achieve their full potential

Some of our students are unable to use verbal language to communicate their needs, wants, or feelings of distress. Even for those who can speak, finding the words to express themselves can be difficult when they are feeling overwhelmed or anxious. This is why it is so important that adults listen not only to what a student is saying, but also to what their behaviour may be communicating.

Positive Behaviour Support Plans and Provision Maps identify each student's preferred ways of communicating, including how they may express themselves when distressed. By understanding and responding to these individual communication styles, we can better meet students' needs and help them feel safe, understood, and supported.

We also work closely with Speech and Language Therapists to identify and remove communication barriers, ensuring that every student has the best possible opportunity to express themselves and be heard.

We recognise that sensory needs are an **essential** part of a student's wellbeing and ability to learn. For many of our students, an individual sensory programme or sensory diet is put in place to help them feel regulated, comfortable, and ready to engage in learning and daily activities.

Sensory strategies are woven throughout the school day, not only to support emotional regulation but also to enhance purposeful learning and participation. We understand that every person's sensory system is unique, and what works for one student may not work for another.

To ensure we meet these individual needs effectively, we work closely with Occupational Therapists to develop a deeper understanding of each student. Their expertise helps us identify the strategies, environments, and sensory experiences that enable students to feel safe, supported, and able to thrive.

Responding to behaviour

We know that students are most successful when they feel safe, valued, and connected to the adults around them. Positive, trusting relationships are at the heart of everything we do, and we recognise that students are more likely to engage, learn, and thrive when these relationships are strong.

We expect all staff to model the behaviours we want to see, demonstrating kindness, respect, patience, and understanding in every interaction. By consistently recognising and celebrating positive behaviour, we help students understand expectations and encourage these behaviours to be repeated. Staff communicate our values, expectations, and key drivers through both their words and actions, ensuring that students experience these messages in meaningful and consistent ways.

Every interaction is an opportunity to reinforce routines, build confidence, and strengthen the safe and supportive relationships that help our students flourish.

At Purple Oaks Academy, we empower and celebrate our students through:

- Verbal praise and encouragement
- Sharing successes with parents and carers through phone calls and emails

- Celebrating achievements in assemblies and whole-school events
- Providing positions of responsibility and meaningful jobs within the school community

By recognising effort, achievement, and personal growth, we help students develop confidence, self-esteem, and a sense of belonging within our school community.

We believe that positive behaviour grows from a supportive curriculum and an environment where children feel understood and valued. Our classroom practices focus on creating calm, predictable spaces where children are ready to learn, with low-level concerns addressed sensitively and basic needs always considered. Many of our pupils benefit from additional support to develop communication, self-awareness and emotional regulation skills. To help with this, we use approaches such as *Zones of Regulation* and *Interoception*, giving children the tools to understand themselves better, recognise emotions and build confidence in managing their responses.

Natural consequences teach safety as well as ensuring expectations are clear, where possible, and 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. As many of our students have Adverse childhood experiences, we avoid triggering further trauma whilst supporting the child to recognise and take responsibility for their behaviour.

Examples of 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 as shown in a risk assessment.
- 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 takes 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 and are designed to keep the person and those around them safe from harm. They provide a way to react quickly when a person is distressed, anxious, and/or likely to display unsafe behaviours or behaviours of concern. This may include the use of Restrictive Physical

Intervention (please see the Restrictive Physical Intervention section). However, our primary aim is always to be proactive rather than reactive. Through effective planning, risk assessment, and early intervention, we seek to identify triggers, reduce the likelihood of crises occurring, and provide appropriate support before situations escalate. Reactive strategies are used only when preventative approaches have not been sufficient to maintain safety.

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. In certain situations a restrictive physical intervention may be required to maintain safety.

A restrictive intervention is any intervention intended to prevent, restrict or subdue a pupil's movement. This may include physical and non-physical interventions. Restrictive interventions are always considered a last resort and will only be used when necessary, proportionate and lawful.

Reasonable force is the degree of force that is necessary and proportionate to the circumstances and is applied for the shortest time required to reduce risk. All members of school staff have a legal power to use reasonable force where necessary.

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 use minimum force for the shortest length of 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

Circumstances in Which Reasonable Force May Be Used

Reasonable force may be used to prevent a pupil from:

- Causing injury to themselves.
- Causing injury to another person.
- Committing a criminal offence.
- Damaging property.
- Seriously disrupting the good order and discipline of the school.

Seclusion

Purple Oaks Academy does not use seclusion as a punishment or disciplinary consequence.

Where seclusion is used as an emergency safety measure, it will only occur when:

- A pupil is experiencing significant emotional or behavioural dysregulation.
- There is an immediate risk of harm to themselves or others.
- Other interventions have been unsuccessful or are not appropriate at that time.

Where seclusion is necessary:

- The environment must be safe and non-threatening.
- The pupil must be continuously supervised.
- The intervention must end immediately once the risk of harm has reduced.
- The incident must be recorded, reviewed and reported to parents/carers.

Purple Oaks Academy recognises its statutory responsibility to record, monitor and report any significant incidents involving the use of force, restraint or seclusion.

To ensure the wellbeing and safety of all pupils and staff, incidents will be recorded as soon as possible, and wherever practicable, on the same day they occur to ensure accuracy.

We are committed to maintaining clear, accurate and transparent records. All significant behaviour incidents and restrictive interventions will be documented using the school's agreed recording systems, including CPOMS. Records will be factual, objective and respectful, ensuring that they provide an accurate account of events without personal opinion or judgement.

Parents/carers will be informed of any significant use of force, restraint or seclusion as soon as practicable and normally on the same day. Written communication will follow a verbal conversation and will include:

- Date, time and location.
- Duration of the intervention.
- Reason for the intervention.
- Type of intervention used.
- Any injuries sustained.
- Any follow-up actions planned.

Where appropriate, parents will be invited to participate in a follow-up discussion to review support strategies and amend Positive Behaviour Support Plans.

How do we all work together?

Staff

Staff are responsible for

- Practicing unconditional positive regard for everyone
- Implementing the Behaviour Protocol consistently
- Supporting children to identify strategies to help them manage their emotions
- Identifying and understanding the functions of student behaviour and implement strategies to support students
- Modelling positive behaviour
- Ensuring positive behaviour support plans are individualised and updated to reflect changing needs
- Ensuring all children are treated fairly with awareness of the protected characteristics
- Sharing achievements and successes with parents and carers
- Recording behaviour incidents, the use of seclusion and restrictive physical interventions as per protocol.

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 they are able to come into school to discuss their child in a positive manner
- Build positive relationships with staff supporting their child in school
- Be receptive to new ideas and suggestions around their child's behaviour
- Be 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, including keeping themselves and others safe
- 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 and carers
- 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 regarding the support we provide to our students. Our academy PRICE instructors train staff in positive behaviour support, deescalation 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 recognise that unmet needs 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 annually in line with PRICE requirements. As a school we recognise and follow the standards of the restraint reduction network (RRN standards and the DFE guidance; Restrictive interventions including use of reasonable force, in schools)

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 in the first instance 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 /Ipads are not permitted in school by students and should be handed to the office staff to be locked away on arrival. Ipads/tablets that are used to support communication are allowed to be used onsite but must be locked on the communication programme.

Suspensions and 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, gender 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. 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 **additional** adverse childhood experiences and use approaches which support them such as the use of emotion coaching and strategies which are trauma informed. These are developed through staff CPD either through the Educational Psychology Service our own staff or additional professional support services.

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. Staff records 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/Medical Tracker) 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.

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.

Safeguarding

At Purple Oaks Academy, we have a Site Specific Safeguarding Policy and Greenwood Academies Trust Safeguarding Policy that are available electronically on the website or paper copy on request. The Designated Senior Leads for Safeguarding review and update these policies and procedures annually, 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 and wider community. We believe that our behaviour management policy upholds the dignity and maintains the safety and well-being of all.

At Purple Oaks Academy, equity means recognising that every child is unique and ensuring they receive the support, opportunities, and adjustments they need to thrive. We are committed to creating an inclusive environment where differences are valued, barriers to learning and participation are reduced, and all students are treated with dignity, respect, and unconditional positive regard. Through personalised support and high expectations, we enable every learner to feel safe, belong, and achieve their full potential

Documents consulted:

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

Department for Education (2026) Restrictive Interventions, Including Use of Reasonable Force in Schools Education and Inspections Act 2006.

DfE Departmental Advice. 'Behaviour in Schools: Advice for Headteachers and School Staff' (February 2024)

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

Restraint Reduction Network (RRN) Training Standards First edition 2021

Schools (Recording and Reporting of Seclusion and Restraint) (No.2) (England) Regulations 2025.