Charlton Park Academy

Relationships and Behaviour Policy

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1. Context

All students attending Charlton Park Academy have an Education, Health and Care Plan (EHCP), or are on an assessment place pending the EHC Needs Assessment process being completed, and are placed by their local authority because they perform and develop significantly below age- related expectations. This includes difficulties in areas such as independence (self-care and self- management), social communication and interaction, sensory integration, language and expressive communication, and the acquisition of both functional and academic skills and knowledge.

Students are aged 11–19 years, and all learners' levels of attainment are **well below age-related expectations** nationally. The profile of our cohort has evolved significantly over the past five years: 65% of our students have a primary diagnosis of autism; a large proportion (28%) have complex sensory and communication needs and 7% have Profound Multiple Learning Difficulties (PMLD).

The Academy provides for a wide range of SEND profiles, including Severe Learning Difficulties (SLD), Complex Needs (CN), sensory impairments, and rare syndromes such as Angelman and Heller's Syndrome. These profiles require highly personalised, adaptive support that is grounded in evidence-based pedagogy and a deep understanding of cognitive, emotional, and behavioural development.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools: Advice for headteachers and school staff (2022)
- Searching, screening and confiscation at school (2022)
- The Equality Act 2010
- Use of reasonable force in schools (2013)
- Supporting pupils with medical conditions at school (2015)
- Special educational needs and disability (SEND) code of practice: 0 to 25 years

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils;
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property;
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy;
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

3. Our Philosophy

We believe:

- All behaviour is communication of need or feelings or serving a function such as self-

soothing
- **Consistency, predictability and emotional safety** are essential for learning and wellbeing
- **Relationships come first**: learning cannot happen without trust and connection
- **Behaviour is taught and supported**, not demanded or punished

At Charlton Park Academy, our Behaviour for Learning (BfL) approach is firmly rooted in our whole-school curriculum ethos, which is underpinned by our core values: **Communicate, Persevere, Achieve**. These values guide every aspect of teaching, learning, and behaviour, fostering a school culture that is ambitious, inclusive, and respectful of all learners—especially those with significant, complex, and lifelong SEND.

In alignment with the Department for Education's statutory guidance on behaviour in schools and the **Behaviour, Attitudes and Attendance (BAA)** expectations in the Ofsted Education Inspection Framework (EIF) and the new Ofsted Toolkit, our policy ensures that behaviour systems are **fair, consistent, personalised, and developmentally appropriate**, enabling all students to engage, progress, and thrive.

Our **Relationships and Behaviour Policy** reflects a school-wide commitment to preparing students for adulthood, building social capital, and empowering every young person—regardless of need or starting point—to achieve meaningful and ambitious outcomes.

We are a **values-led school**; therefore we commit to:
- Positive reinforcement and teaching of desired behaviours or planned alternatives over punishment
- Understanding over assumption
- Restoration over blame
- Personalisation over standardisation
- Collaboration over isolation

We believe **students learn best** when they:
- Feel safe and respected
- Experience trust and consistency
- Are taught through multisensory and differentiated means
- Are supported through calm routines and visual structure
- Experience high, yet achievable, expectations

It is essential that all staff working with students have a deep understanding of behaviour as a form of communication or serving a function, and how their responses can directly impact a
student's ability to access support and learning. Every individual brings their own unique beliefs, values, experiences, and attitudes, which shape interactions and influence relationships. To achieve this consistency of understanding, regular communication between members of the class team is a priority expectation in order to ensure that consistency is maintained, and in particular how information regarding a student's profile and how to understand their behaviour within this context is shared, especially with

members of agency staff.

To support this, ongoing professional development is embedded across the school to cultivate and sustain a positive, inclusive culture for learning. Our staff are provided with LEAFE training on managing behaviour, including use of de- escalation strategies and physical interventions as part of their induction process. This is updated on a regular basis and formally every two years and forms part of staffs' continuing professional development.

In addition to the above, training on attachment awareness, restorative approaches, the language of interaction and managing specific learning needs are in place.

Meaningful relationships are built through consistency, trust, and mutual understanding. These must be made accessible to all students through clear, respectful communication and predictable adult responses. Staff are expected to continuously reflect on their own behaviour, demonstrate professionalism, integrity, and respect, and maintain appropriate and safe boundaries.

Consistency across the school can only be achieved when all staff commit to deepening their understanding of individual needs, placing students at the centre of all practice, and working collaboratively with determination and care. By fostering strong, solution-focused relationships, we aim to empower students to achieve their best within enjoyable, safe, and engaging learning environments.

Our aim is to embed a culture of high expectations and compassionate, restorative practice where every student feels valued, understood, and supported. We aim to;

- Promote dignity, independence, and self-regulation for all students.
- Provide a safe, inclusive, and stimulating environment.
- Respond to behaviours with curiosity and compassion.
- Equip students with tools for emotional regulation, communication, and social interaction.
- Build professional, reflective staff who model calm and consistent behaviour.

As a school, we recognise that positive behaviour is a necessary precondition for effective teaching and learning to take place and we acknowledge that often, for our students, difficult or challenging behaviour is usually the result of a few very specific challenges. Consequently, our Relationships and Behaviour Policy is based on the principle of physical intervention being the last resort.

4. Promoting Positive Behaviour: Reflecting, Restoring, and Re- engaging. Our Student-Centred Approach to Behaviour Support

Language Matters: Why We Don't Always Use "Consequences"

At Charlton Park Academy, we recognise that the language used to describe behaviour and the school's response to it has a profound impact on students' emotional wellbeing, learning readiness, and self-perception. While the concept of *consequences* remains

important in ensuring accountability and maintaining boundaries, offering the forum for teaching in relation to why a behaviour is unwanted and what a more adaptive alternative might be, we deliberately avoid using the term as a default in our Behaviour for Learning Policy. Instead, we adopt more developmentally appropriate, person-centred, and strengths-based language such as **"Promoting Positive Behaviour," "Restoring and Reconnecting," "Supporting Behaviour Change," and "Steps to Re-engagement**."

This approach reflects our trauma-informed and inclusive ethos, where behaviour is understood as a form of communication—especially for students with complex needs, autism, or communication difficulties. Our aim is not to punish, but to guide students towards making positive choices, restoring relationships when harm has occurred, and re-engaging with learning in a supported and meaningful way.

The terminology we use aligns with Department for Education (DfE) guidance on promoting positive behaviour and reflects the Ofsted School Inspection Handbook and new Ofsted Toolkit, particularly within the Behaviour and Attitudes (BAA) judgement. It helps foster a safe, predictable, and respectful learning environment where expectations are clear, and all students are given the tools and support they need to succeed.

At Charlton Park Academy we believe it is more important to focus on reinforcing the desired behaviour by focusing on prevention rather than reaction, emphasising what we want the student 'to do' rather than what we 'don't want' them to do. As part of developing independence students will be taught to understand their own emotions and actions. They will be enabled to devise individualised positive behaviour plans, where appropriate, to empower them to regulate their responses and make good choices.

By modelling respectful, emotionally literate language ourselves, we help students build the self- awareness, emotional regulation, and interpersonal skills needed for adulthood and active citizenship. This language shift is not just semantic. It is a reflection of our deep commitment to inclusion, dignity, and high expectations for every learner.

We understand that high expectations for behaviour must be upheld in a manner that reflects each student's **cognitive development**, **processing profile**, **Communication profile and/or needs** and **EHCP outcomes**. Expectations are reinforced through structured routines, visuals and AAC (Augmentative and Alternative Communication), relational pedagogy, restorative practices, and therapeutic environments that support **self-regulation** and **self-advocacy**.

Understanding and Responding to Behaviour that Challenges

Definition

At Charlton Park Academy, we adopt the definition of challenging behaviour as described by Eric Emerson (2001):
"*Behaviour of such intensity, frequency, or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously*

limit use of, or result in the person being denied access to, ordinary community facilities."

Challenging behaviour may include perceived aggression (either intentional or expressing an unmet need), self-injury, disruption, or destruction of property. However, it also encompasses behaviours that may not cause direct harm but deviate from social norms or indicate underlying emotional distress, such as social withdrawal or disengagement. We approach all behaviour as a form of communication and recognise the importance of understanding the function behind the behaviour before responding.

In response to the increasing complexity of our student cohort, we take a **holistic, personalised and trauma-informed approach** to behaviour. All behaviour is seen as a form of communication. Our staff are trained to gather detailed information about each student's strengths and differences, including:

- social understanding and communication needs
- executive functioning, flexibility, and emotional regulation
- sensory processing and integration

We prioritise **relationship-building and rapport**, taking time to understand student interests, motivations, and triggers. We use **functional behaviour analysis (FBA)** to understand the context and purpose of behaviours that challenge, alongside internal profiling (e.g., EHCP outcomes, classroom observations) and input from external professionals such as CAMHS (Child and Adolescent Mental Health Services), Occupational Therapists, and Educational Psychologists.

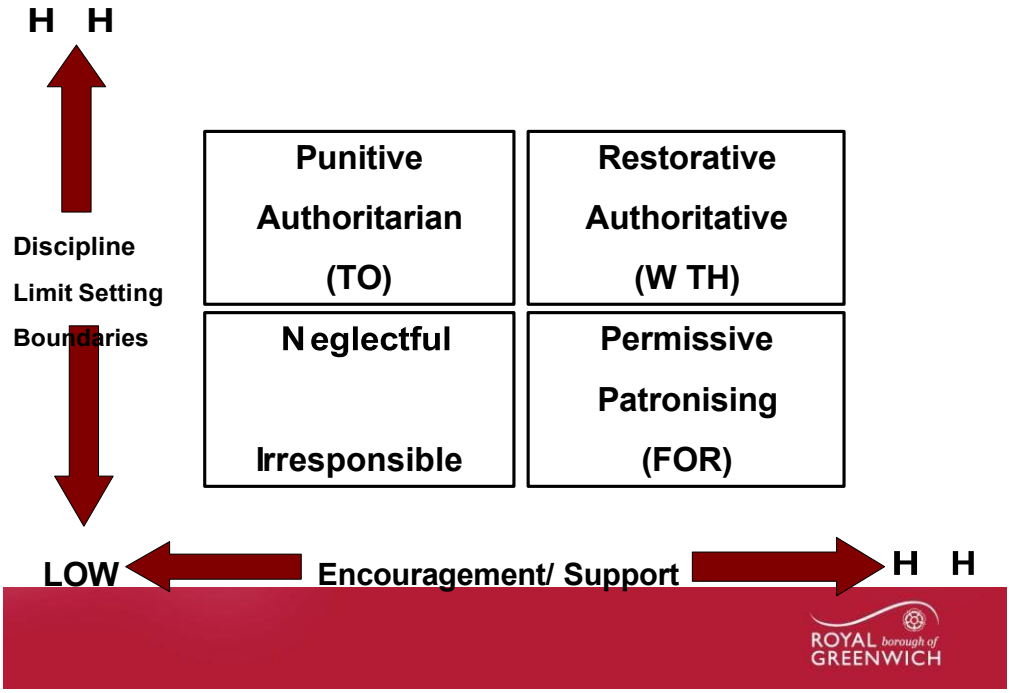
We actively monitor **co-occurring conditions** (e.g., sleep dysregulation, feeding/toileting issues, anxiety, ADHD) and adjust provision accordingly. Staff are supported to understand how these factors may affect learning, attention, and behaviour—and how they can fluctuate across different times, settings, or demands. These insights directly inform the design of Positive Behaviour Support Plans, Risk Assessments, and adaptive classroom strategies.

Restorative Practice and The Thrive Approach

At Charlton Park Academy, we recognise that behaviour is a form of communication or expression of an unmet need or self-soothing function and that all students need a safe, nurturing environment in which they can make mistakes, reflect, and learn from their experiences. To support this, the school adopts a dual approach that integrates **restorative practices** with the **Thrive Approach**, enabling students to understand the impact of their actions while being supported to regulate and rebuild relationships.

Restorative practices are embedded into the culture of the school and are used to promote accountability, empathy, and personal growth. When conflict or harm occurs, staff facilitate restorative conversations that allow students to reflect on their behaviour, understand how others have been affected, and take steps to repair relationships. This approach avoids punitive reactions and instead builds responsibility, mutual respect, and social-emotional awareness.

Restorative Approaches Social Discipline Window



About Restorative Language:
This use of this approach will be dependent upon the pathway the student follows, and whether the student is verbal, pre-verbal or non-verbal.

When our students find themselves in conflict or upset we will ask them:

- What happened?
- What were you thinking at the time?
- What were you feeling at the time?
- Who has been affected?
- What needs to happen to put it right?

We might also say to our students:

- What would you do differently next time?
- How do you think you would you feel if this happened to you? What support do you need from us to help you?

Most situations can be dealt with by working through these questions. The aim is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Restorative process:
This use of this process will be dependent upon the pathway the student follows, whether the student is verbal, pre-verbal or non-verbal, and whether this would be a

meaningful exercise given the student's barriers to learning and behaviour.
Restorative processes bring those harmed by conflict and those responsible for the harm, into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward

Dialogue with students: Having a reflective and restorative dialogue with students is a powerful way to communicate and repair the harm that has been caused.
Debrief: Students and Staff may need a period of time to debrief after an incident has happened. This may be in the form of some quiet time out or a conversation with another member of staff such as the Pathway Team / Leadership team.
Behaviour Watch: Notifications are sent to class teachers and the Leadership Team. This allows staff to see any behaviours which have happened during the day and then a dialogue can be opened up between the class staff and student to unpick the behaviour and follow the restorative steps to put it right. Some students will need more support and this may involve the Pastoral Team, Pathway leads or Senior Leadership Team.

In parallel, the **Thrive Approach** is used as **a whole-school, trauma-informed framework** to assess and respond to pupils' emotional development. It enables staff to identify unmet developmental needs and plan targeted interventions that support self-regulation, resilience, and connection. Class teams use Thrive assessment tools to monitor progress, inform behaviour support plans, and guide interactions in moments of dysregulation.

Charlton Park Academy provides a range of interventions and therapies to support individuals, small groups and whole class teams. These are monitored for impact and equity of access on a provision map. These include Speech and Language Therapy, Music Therapy Occupational Therapy, Drama Therapy, Art enrichment and Counselling. The Student and Adolescent Mental Health Service (CAMHS) also run a school clinic on a referral basis, providing support for students who have difficulties with their emotional or behavioural wellbeing.

Together, these approaches help create a consistent, compassionate behaviour culture across the school. Staff are trained to respond in a calm, emotionally attuned way that prioritises connection before correction, and that supports students to build the skills they need for successful relationships both within and beyond school.

5. How we enable our pupils to develop positive behaviours for learning through our curriculum offer.

Our curriculum is designed to prepare students for adult life through:

- the development of **communication and interaction skills**
- functional and academic learning tailored to cognition and profile promotion of **independence and emotional regulation**
- application of knowledge in **real-world, community-based contexts**

Charlton Park Academy is committed to promoting the well-being, holistic development, and welfare of every student. Supported by a strong pathway team, all staff work

collaboratively to uphold our core values—ensuring that every student is respected, treated with dignity, and empowered to realise their individual potential and beliefs.

At Charlton Park we are committed to the principles of the **Rights Respecting Schools Award.** We have already achieved the Bronze Reward and are working towards the Silver Rights Respecting Award.

The Rights Respecting Schools Award puts children's rights at the heart of school life in the UK. The aim is to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. The Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens. The Award is based on principles of equality, dignity, respect, non-discrimination and participation. Teaching of the Rights Respecting principles is embedded across our curriculum plans, and we expect all staff to continuously and consistently reinforce and reference these principles, so that our students have a greater respect and understanding of each other's needs.

Our curriculum extends far beyond discrete subjects. It is rooted in consistent routines, a nurturing and inclusive environment, and a clear focus on life within and beyond Charlton Park Academy. A key priority is developing independence through the Preparation for Adulthood framework.

However, it is the daily lived experience—how we interact, the language we use, and the relationships we build—that truly defines our culture. Staff at all levels model the highest standards of behaviour, helping students develop meaningful social and communication skills through respectful, positive interactions. Students are explicitly taught how to engage with others, prepare for future social situations, and build self-awareness.

We use a play-based, person-centred approach across pathways. Our interoception curriculum supports students in understanding internal states, emotions, and sensory needs. Strategies such as the Zones of Regulation (see Appendix 2) and Functional Behaviour Analysis are applied in ways that match each student's cognitive level and style of engagement.

Communication and social development are further supported through cross-curricular planning and embedded, implicit approaches. Key areas include self-regulation, understanding relationships, strategies for emotional resilience, and the development of self-occupancy skills.

Positive behaviour at Charlton Park Academy reflects our values of readiness to learn, mutual respect, and emotional safety. This is established by fostering an environment where positive behaviour is consistently supported, reinforced, and celebrated.

Behaviour is explicitly taught through daily tutor time, assemblies, and the wider RSE and Health curriculum, including mental health and well-being. We dedicate time to supporting students to understand and address behaviours that challenge. This includes the use of positive reinforcement to embed expected behaviours and appropriate, proportionate

responses when boundaries are not upheld. Behavioural learning outcomes are tracked, e.g.: - “I can recognise when I feel angry and ask for help.” - “I can use my Now & Next to manage transitions.” - “I can name a safe adult.”

While behaviour must always be understood within the context of Special Educational Needs and Disabilities (SEND), it is important to recognise that not every incident of misbehaviour is necessarily a result of a student’s SEND. We remain committed to an individualised, graduated approach that balances support with responsibility, always focused on helping students learn, grow, and thrive.

Behaviour expectations are embedded into the wider curriculum through:

- active staff modelling
- explicit teaching of social and emotional skills
- the use of student-led interventions (e.g., sensory regulation breaks, co-regulation)
- consistent reinforcement of positive behaviour across settings and adults

6. Our approach to supporting self-regulation and behaviour for learning.

At Charlton Park Academy we use the UK Positive Behavioural Support (PBS) Competence Framework, which provides a detailed framework of the things that you need to know and the things that you need to do when delivering best practice PBS to young people with learning disabilities who are at risk of behaviour that challenges. The **Tiered PBS Framework** enables staff to plan for, monitor, and escalate support in a proactive and preventative way. It ensures that students receive the right support at the right time, with decisions underpinned by data from:

- Behaviour Watch (incident and trend analysis)
- Safeguarding and SEMH logs (e.g., via MyConcern)
- EHCP review outcomes
- Our ECM (Every Child Matters) Risk Register

Charlton Park Academy implements a comprehensive three-tiered Positive Behaviour Support (PBS) framework designed to ensure that every student receives the appropriate level of support to succeed socially, emotionally, and academically. This framework is rooted in inclusive, person- centred, and trauma-informed approaches and is aligned with national best practice models, including Positive Behavioural Interventions and Supports (PBIS), Multi-Tiered System of Support (MTSS), and guidance from the Department for Education (DfE) on behaviour and Special Educational Needs and Disabilities (SEND).

- Tier 1: Universal Support – All students benefit from high-quality, inclusive teaching supported by a whole-school approach to positive behaviour. This includes clearly defined behavioural expectations, consistent visual routines, structured classroom environments, and embedded self-regulation strategies such as the Zones of Regulation and the Thrive Approach. Teachers and support staff act as “behaviour detectives,” observing and interpreting students’ communication and behaviour in order to adapt environments, routines, and instruction accordingly.

- Tier 2: Targeted Support – For students demonstrating emerging needs or requiring additional support, targeted pathway-specific interventions are implemented. These include small-group or individualised support; use of Antecedent-Behaviour-Consequence-Communication (ABCC) charts to analyse behavioural patterns; sensory strategies; play-based and therapeutic learning activities; and trauma-informed adaptations. Interventions are carefully aligned to each learner's communication profile and cognitive stage of development. Students could be referred to our counselling team or therapists who offer art, drama and music therapies. Others could be referred to our Mental Health First Aiders.

- Tier 3: Specialist Support – Students with persistent or highly complex behaviour needs access intensive, individualised support. This includes Functional Behaviour Assessments (FBA); co-produced, personalised PBS plans; key adult attachment or mentoring support; and coordinated input from external professionals such as Occupational Therapists (OT), Speech and Language Therapists (SaLT), Child and Adolescent Mental Health Services (CAMHS), and Educational Psychologists. High-structure, low-arousal teaching environments, therapeutic interventions, and bespoke learning pathways are used to promote self-regulation, safety, and long-term development. The 5P programme used by the Educational Psychologists is in line with, and supports the approach and practice adopted by the PBS programme.

The PBS framework is monitored and reviewed regularly through structured data analysis, behaviour diagnostics, and multi-disciplinary team planning to ensure interventions remain adaptive, equitable, and responsive to each student's evolving needs.

Risk Assessments and Intervention Protocol

- All students with high behavioural or sensory needs have individual risk assessments
- Reviewed half-termly with Pathway Lead and Vice Principal
- Trigger score system used to escalate and monitor high-risk cases
- Integrated with PBS Plan, LeAFE system, and OT guidance

At Charlton Park Academy, individual student risk assessments are a key safeguarding and behaviour management tool. Class teachers are responsible for completing student risk assessments in collaboration with their Pathway Leader and with training and oversight provided by the Vice Principal. Risk assessments are designed to proactively identify and reduce potential risks by implementing appropriate control measures, ensuring that both the likelihood and severity of incidents are minimised.

The risk assessment framework used by the Academy applies a structured scoring matrix, combining likelihood and severity to determine a risk score. Where a score of 10 or above is identified, the Vice Principal must review the assessment and either authorise or prohibit the associated activity. Risk scores falling within the high-risk threshold require urgent controls and monitoring. This process aligns with the student's Positive Behaviour Support (PBS) Plan, Behaviour for Learning (BfL) Tiered Support Model, and any strategies co-produced with therapists, families, or external agencies.

Risk assessments are reviewed regularly and updated in response to significant incidents, changes in behaviour, or new medical/educational needs.

Incident Monitoring and Recording

Serious incidents of behaviour are defined as:

- Repeated breaches of the school rules;
- Any form of bullying;
- Sexual violence, such as rape, assault by penetration, or sexual assault 5 (intentional sexual touching without consent)
    - Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting o Physical behaviour like interfering with clothes
    - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism;
- Theft;
- Fighting;
- Smoking;
- Racist, sexist, homophobic or discriminatory behaviour;
- Possession of any prohibited items including:
    - Knives or weapons;
    - Alcohol;
    - Illegal drugs;
    - Stolen items;
    - Tobacco and cigarette papers;
    - Fireworks;
    - Pornographic images;
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).
- Any item banned by the school rules which has been identified as an item that can be searched for

All behaviour incidents are recorded factually and promptly on the school's digital Behaviour Watch system. Where incidents involve safeguarding concerns, dual logging on MyConcern is required. In cases where school property is damaged, EVERY health and safety reporting system must also be used. The purpose of this integrated recording process is to ensure transparency, enable pattern analysis, and inform adjustments to PBS plans and risk assessments.

At the end of each day, teams participate in a reflective debrief using the school's "1s and 4s" framework. This daily forum allows staff to share and celebrate positive behaviour ("1s") and to identify incidents requiring deeper analysis or support ("4s"). These sessions promote a culture of continuous improvement and collaborative problem-solving.

LeAFE Support and De-escalation Strategies

Where a student requires physical support to prevent injury to themselves or others, the incident is logged in the LeAFE Bound Book (a legally required record), and parents/carers are notified immediately. A formal incident form is also completed and reviewed by the Vice Principal, the Principal, and the Governing Body.

Charlton Park Academy uses the LeAFE (Learning Approaches For Everyone) methodology to support students experiencing behavioural distress. LeAFE is not a restrictive restraint model; it is a supportive, non-restrictive physical intervention framework that allows for natural movement and prioritises dignity and safety. It is trauma-informed, accredited by CPD UK, and aligned with the standards of the Restraint Reduction Network (RRN) and the British Institute of Learning Disabilities (BILD). Our staff are trained in LeAFE de-escalation techniques, proactive planning, and collaborative behaviour support. LeAFE interventions are always used as a last resort and within a context of care, regulation, and recovery.

In accordance with the Department for Education's updated statutory guidance on reasonable force and other restrictive interventions (effective from September 2025), Charlton Park Academy actively works to minimise the need for physical intervention. Our approach prioritises early de- escalation and prevention, with staff trained to recognise triggers and employ a range of supportive, non-physical strategies. Physical intervention is only used when absolutely necessary to safeguard the student or others and always employs the least restrictive option for the shortest time possible.

Every significant incident involving reasonable force is promptly recorded and reported, with detailed information provided to parents as soon as practicable. The academy also regularly reviews intervention data within a multidisciplinary team to reflect on what happened, ensure compliance, and adapt behaviour support plans to prevent recurrence.

Special considerations are made for students with SEND, with individualised risk assessments, tailored PBS plans, and training for staff, in line with the Equality Act 2010 and the revised DfE guidance on supporting pupils with disabilities . Use of reasonable force and other restrictive interventions guidance

As an academy we commit to lowering the need for the use of physical interventions (PI) through a good understanding of our students, a strong commitment to meeting their needs and a systemic, positive and proactive approach to behaviour.

Parents/carers will be informed of the incident and involved where possible to lower the need of physical interventions. To continue our commitment to reducing the need for PI, there are termly meetings to discuss and ensure our training follows the audit of training provided by the Restraint Reduction Network. Termly analysis of PIs takes place to plan how to decrease the number of Restrictive Interventions or to use non-restrictive strategies.

Responding to Object Insertion Behaviours

On occasion, a small number of students may insert objects into bodily orifices or crevices. This may be driven by sensory-seeking needs, curiosity, difficulties with impulse control, or exploration of body awareness and sensation.

Examples may include:

- Inserting a pencil into the nostril
- Placing beads or other small objects into the ear canal
- Inserting stones or objects into genital or anal areas

If a staff member identifies that a student is attempting to insert an object (but has not yet done so):

- Use calm and non-confrontational verbal redirection and distraction.
- Gently remove the object from the student's grasp where appropriate and safe.
- Remove other similar items from the area to prevent further risk.

If an item is suspected or known to have been inserted:

- Do not instruct the student to remove the object unless it is clearly safe to do so (e.g., small item visible in nostril).
- If the student appears to be pushing the object further, calmly redirect their hands to another activity to reduce the risk of harm.
- Do not attempt to retrieve any item from the body unless advised and trained to do so by a medical professional.
- Seek medical advice immediately. If the student is not in distress, contact parents/carers and request they take the student to the nearest Accident & Emergency (A&E) department.
- If the student is in visible distress, pain, bleeding, has difficulty breathing, or shows other signs of a medical emergency, call an ambulance immediately.

Parents and carers must always be informed when this behaviour occurs, both for safeguarding and to ensure consistency in monitoring and support between home and school. The student's risk assessment and PBS plan will be reviewed accordingly.

Multi-Disciplinary and Tiered intervention Approach

Charlton Park Academy implements a multi-disciplinary, tiered Positive Behaviour Support (PBS) model aligned to national best practice. This includes:

- Collaborative planning and review between class teams, Pathway Leaders, and the Vice Principal through dedicated monitoring and tracking meetings.
- The commissioned Educational Psychologist (EP) works with targeted students and staff to design strategies that support insight of the class team regarding the function and/or communication of behaviour/s and environmental adaptations that might be made, and to promote emotional regulation, reduce anxiety, and prevent crisis escalation.
- Occupational Therapists (OTs) provide individualised and class-based sensory and

environmental support to ensure access, regulation, and engagement.

This whole-school approach is designed to enable students to better understand themselves, their emotions, and their relationships with others. Emphasis is placed on developing "within-self" skills such as emotional literacy, self-regulation, and communication, supported by adaptations that might be made to the environment. This includes the nature in which staff interact with students to facilitate such understanding.

This aligns with Preparation for Adulthood and the school's broader curriculum intent to foster independence and responsibility.

We use a **Total Communication approach** across the school. This includes visual schedules, now-and-next boards, and Augmentative and Alternative Communication (AAC) systems to help students anticipate events, understand expectations, and make informed choices that promote emotional safety and self-management.

Social-emotional development is further supported through our curriculum (including PSHE, Health, and Creative & Cultural subjects), which promotes collaboration, empathy, sociability, and a strong sense of community belonging.

PBS Implementation Process

PBS is a data-informed, person-centred approach based on a thorough understanding of individual need and context. Our process includes:

1. **Functional Behaviour Assessment** (also known as Functional Analysis): Systematic assessment of the when, where, how, and why of behaviours of concern.
2. Development of **Positive Behaviour Support Plans**, co-produced with families and professionals.
3. **Proactive and Preventative Focus:** The majority of each plan targets proactive strategies and environmental adjustments to reduce the likelihood of behaviours escalating.
4. **Consistent implementation** by staff trained in trauma-informed and PBS strategies.
5. **Ongoing Monitoring**: Behavioural data and quality-of-life indicators are reviewed termly to assess the effectiveness of the intervention and adapt where necessary.

PBS is not a static plan—it is a dynamic, reflective process of understanding and responding to individual need with compassion, professionalism, and high expectations.

6. Holistic Risk Monitoring through the ECM Risk Register

At Charlton Park Academy, we are committed to supporting every student's development through a joined-up, multi-dimensional understanding of their needs. To this end, the school utilises a bespoke **Every Child Matters (ECM) Risk Register** as a central tool to monitor and track student vulnerability across key areas: attendance, behaviour, safeguarding, progress, and social-emotional wellbeing.

The ECM Risk Register brings together a range of live data indicators—such as incident

frequency, lateness, absence thresholds, safeguarding flags, and academic engagement—into one central dashboard. This enables Pathway Leaders, QoE Lead, the Inclusion Lead and the Vice Principal to triangulate data, identify patterns of risk, intervene early, and implement coordinated responses. Behavioural risk is triangulated with attendance and punctuality data using a tiered system that flags escalating concern (e.g., Tier 3 students with attendance below 93% and repeated incident reports), ensuring these pupils are prioritised for intervention planning and multidisciplinary review.

The register informs half-termly pathway meetings, where key staff examine risk profiles, apply the Behaviour for Learning (BfL) Tiered Support Model, and update individual plans. It is also cross-referenced with Behaviour Watch, safeguarding systems (e.g., MyConcern), and PBS plans to maintain a proactive, integrated approach to support. Risk assessments are updated dynamically in response to data shifts and ensure that decisions are informed, equitable, and rooted in the wider context of the child's needs.

This strategic use of the ECM Risk Register reinforces our commitment to holistic safeguarding and allows the school to maintain a vigilant, person-centred approach to behaviour and wellbeing across the whole community.

7. Roles, Rights and Responsibilities

All members of the CPA Community have a right to:

- be respected;
- be safe;
- be listened to;
- be accepted and valued;
- work and learn in a positive environment.

All members of the CPA Community have a responsibility to:

- treat others with respect and tolerance;
- actively listen to others;
- be punctual and attend regularly;
- follow the rules of the academy;
- care for all members of the academy community.

The Staff support students by:

- developing positive relationships;
- being an effective communication partner;
- listening to students through all the ways they communicate;
- understanding and providing for difference in learning needs, sensory needs and medical needs;
- providing and developing a positive learning environment;
- providing space and time to support students to self-regulate.
- communicating regularly with parents/carers.

The Governing Body:

- Defines the principles underlying the academy's behaviour and attendance policy.
- Ensures that all aspects of the policy promote equality for all students and addresses individual needs.
- Monitors and evaluates the implementation of the policy by receiving reports and data.
- Supports the practical strategies of the policy including disciplinary and attendance panels for students and their parents when there are serious concerns.

The Principal and the Academy Leadership Team

- Promote positive behaviour and excellent attendance.
- Provide structures and training to support staff in ensuring the policy is consistently and fairly applied.
- Ensure that the academy promotes equality for all students and addresses individual need

Parents and Carers

- Take responsibility for their student's behaviour and attendance;
- Support the academy's core beliefs on positive behaviour support strategies;
- Support the academy in carrying out consequences and celebrating success;
- Communicate with the academy when concerns arise.

Family carers are powerful advocates for their family member and understand their needs better than anyone, so supporting them through good information and shared goals helps them to advocate effectively for their family member. Families are diverse – their individual circumstances vary enormously, so understanding each family context is essential to offering appropriate support.

8. Communicating the Relationships and Positive Behaviour Support Policy

Communicating the Relationships and Behaviour Policy to all members of the community is important way of building and maintaining a positive culture for learning. It helps make behaviour expectations transparent to all students, parents and carers, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.

The Relationships and Behaviour Policy will be published and shared on the school website.

9. Rewards and Celebrations

Rewards

Encouraging positive behaviour may involve the use of rewards so students feel success is recognised. As a result of their complex needs our students respond best to rewards which are more immediate and personalised. These are often linked to special interests. We make regular use of Class Do-Jo to communicate praise and success to for our students to their families and to celebrate positive behaviour. Class teams are expected to ensure a regular communication about positive behaviour with families and carers.

We also celebrate students' rewards around our school characteristics (kind, respectful, honest, learner, helpful, happy) and Skills Builder employability characteristics on a weekly basis during the assemblies.

Assemblies: The whole-school system involves students who have succeeded in their class system receiving recognition during a whole school assembly once a half term. Citizenship certificates are given in assemblies to students who have shown consideration or kindness in their actions towards others.

Jack Petchey Award
Each half-term one student is nominated by staff and students for this award which is presented at the start of the following academic year in a special ceremony with other Greenwich schools. Nominations can be for improved behaviour and students receive £250 to be spent on the school or their class for equipment, trips, resources etc.

10. Behaviour Monitoring and Governance Oversight

Behaviour data is analysed weekly by Pathway Leaders and reviewed termly by the Vice Principal to identify trends, trigger reviews, and evaluate the effectiveness of intervention strategies. This analysis incorporates data from Behaviour Watch, the LeAFE Bound Book, and outcomes of PBS plans. Findings are discussed within BfL Tier Review meetings and inform curriculum, pathway, and whole-school adjustments.

Strategic oversight is provided by the Governing Body through the Standards Committee, with behaviour outcomes included in SIP (School Improvement Plan) priorities. Where appropriate, external professionals also contribute to reviews to maintain compliance with current legislation and best practice standards.

11. Purpose and Use of Sensory Regulation Spaces

At Charlton Park Academy, small rooms previously referred to as "calm" or "de-escalation" rooms have been formally redefined as **Sensory Regulation Spaces**. These spaces are an integral part of our whole-school approach to promoting emotional regulation, autonomy, and pupil well- being for students with significant sensory and communication needs. Their purpose aligns with DfE guidance on supporting pupils with SEND, the Restraint Reduction Network's (RRN) principles for minimising restrictive practices, and the Ofsted BAA (Behaviour, Attitudes and Attendance) expectations for high-quality, safe provision. These spaces are not used for punishment or isolation, but rather to enable students to self-regulate, reduce overstimulation, and access low-arousal environments where they can feel safe and in control.

Each sensory regulation space is developed in partnership with occupational therapists (OTs), pathway leaders, and class teams to meet the personalised needs of students, particularly those in Pathways 3 and 4. The spaces are designed to be **therapeutic, not coercive**, and their use is always planned, purposeful, and child-centred. They may be used for:

- self-directed regulation breaks
- sensory-based interventions
- low-stimulation transitions between high-demand tasks
- teaching moments around understanding internal states (interoception), in line with Attention Autism and Thrive principles.

These spaces are part of a wider whole-school Positive Behaviour Support (PBS) model, aligned with EHCP outcomes, the BfL tiered framework, and risk assessments. They are embedded in each class's behaviour support strategies and are planned through collaborative discussions with class teachers, Pathway Leaders, therapists, and the Vice Principal. The use of these spaces is recorded where appropriate through:

- Behaviour Watch
- PBS Plans and BfL tracking
- EHCP and risk assessment updates
- Environment checklists to ensure dignity, purpose, and emotional safety

Staff are trained in identifying when students require access to the space, how to support self- regulation (using Total Communication strategies and Zones of Regulation), and when to escalate concerns if use becomes excessive or unplanned. Clear boundaries, respectful language, and trauma-informed responses are modelled and reinforced at all times.

The consistent feedback from staff has helped define that these spaces must:

- **Never be locked**, always supervised, and recorded when use relates to crisis support
- Avoid being perceived as punitive ("time-out" or "isolation")
- Be matched to the developmental needs of the student, with meaningful CPD provided to all staff including agency colleagues

Audit findings and staff feedback show that effective use of these rooms enhances emotional safety, reduces incidents of distress, and supports positive behaviour without relying on physical intervention. Where use is less structured or inconsistent, we are implementing actions to:

- ensure all staff have clarity on appropriate use and recording
- link all use directly to individual risk assessments and Positive Behaviour Support (PBS) plans
- record any periods of directed use (e.g. where the door is closed or access is limited) as restrictive practices for monitoring, in line with RRN expectations.

We do not use these rooms for seclusion. If a student independently seeks time in the sensory space, this is respected and supported. However, **any instance in which a student is escorted into a room against their will or cannot leave freely** must be recorded as a restrictive incident and reviewed by senior leaders.

These spaces promote self-regulation, reduce environmental triggers, and enable students

to manage their behaviour in ways that preserve their dignity and support long-term independence. Ongoing CPD and reflective team discussions ensure that all staff use these rooms safely, ethically, and in line with the child's best interests, EHCP outcomes, and the principles of Preparation for Adulthood.

12. Confiscation, searches, and screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal and/or Vice Principal, or by the Vice Principal themselves.
Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:
The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Principal and/or Vice Principal, designated safeguarding lead (or to a delegated to Deputy Designated Safeguarding lead)or pastoral member of staff who may have more information about the student. During this time, the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the academy rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the students' co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction

If they still refuse to co-operate, the member of staff will contact the Principal, Vice Principal/deputy designated safeguarding lead to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3

- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system, `My Concern`

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3).
A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found if anything
- What has been confiscated if anything
- What action the school has taken, including any sanctions that have been applied to their student

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Statutory Digital Device Screening Test
In accordance with the DfE's 'Searching, screening and confiscation advice for schools', an authorised staff member may only examine data or delete files on a confiscated electronic device (such as a mobile phone) if they satisfy the statutory 'good reason' test.

An authorised staff member holds a 'good reason' if they reasonably suspect that the data, files, or media on the device have been, or are likely to be, used to:

- Cause physical or emotional harm to another individual;
- Disrupt the safe running, discipline, and orderly management of the academy; or
- Commit an offence or violate specific academy safety guidelines (such as sharing explicit media or executing cyberbullying actions).

If a search reveals a safeguarding risk, the device data must be handled through a formal referral to the Designated Safeguarding Lead (DSL) and logged on MyConcern without delay.

13. Bullying and Cyberbullying

We believe that everyone has the right to feel safe all of the time and that we have a responsibility to create and maintain a safe and secure environment for students and adults alike. All incidents of bullying (including perceived bullying) are recorded electronically on Behaviour Watch and members of the Leadership Team are alerted immediately. Bullying is NOT an inevitable part of school life, or part of growing up and we believe that we should work together to make our school a happy, enjoyable and safe place for all. Bullying is

defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Charlton Park Academy is fully committed to promoting equality, celebrating diversity, and fostering an inclusive, respectful environment for all students and staff. Every individual in our community has the right to be treated with dignity, free from fear, harassment, or discrimination of any kind. We affirm our collective responsibility to actively prevent, challenge, and respond to all forms of bullying, including cyberbullying.

We recognise that the most effective way to minimise bullying is to cultivate a school ethos built on mutual respect, kindness, care, and friendship. These values are embedded into our daily interactions, curriculum, and wider school culture.

At Charlton Park Academy, bullying and cyberbullying are not tolerated under any circumstances. We are committed to:

- Creating and maintaining a school culture in which bullying and cyberbullying are clearly understood to be unacceptable.
- Ensuring that every member of the school community—students, staff, families, governors, and visitors—understands their role in preventing, identifying, and reporting incidents.
- Providing a safe, supportive learning and working environment, free from intimidation, prejudice-based behaviours, humiliation, harassment, or abuse.
- Ensuring that any incident of bullying or cyberbullying is responded to promptly, fairly, and effectively, in line with the school's safeguarding and behaviour procedures.
- Empowering students to express concerns and seek help through trusted adults, structured communication systems, and personalised support.
- Bullying and cyberbullying can take many forms, including:
- Verbal threats, intimidation, name-calling or teasing
- Physical aggression or injury
- Deliberate damage to property or personal belongings
- Exclusion, isolation, or rumour-spreading
- Shaming, ridicule, or targeted humiliation
- Online harassment, including sending, sharing or posting threatening, malicious, or defamatory content via email, messaging apps, or social media platforms

These behaviours may also constitute discriminatory harassment when targeted at individuals based on their race, gender, disability, religion or belief, sexual orientation, or other protected characteristics.

All incidents of bullying or cyberbullying must be reported to the Principal and/or Vice Principal and will be dealt with in accordance with the school’s Behaviour for Learning Policy,

Safeguarding Policy, and Online Safety protocols.

At Charlton Park Academy, we are committed to creating a culture where every individual feels safe, respected, and valued—and where bullying in all its forms is actively challenged and eliminated.

Zero-Tolerance approach to sexual harassment and sexual violence
The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. Students` receive a comprehensive RSE curriculum offer that includes specific modules on sex and relationships, sexual harassment is also taught during tutor time to reinforce learning and to support working memory and consolidation.

The school's response will be:
- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a student's safety or wellbeing. These include clear processes for:
- Responding to a report using My Concern
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to student's social care
  - Report to the police

14. Reflective Behaviour Support (formerly "Sanctions")

At Charlton Park Academy, we recognise that the traditional concept of **"sanctions"** is often not appropriate or effective for students with Special Educational Needs and Disabilities (SEND), particularly those with limited communication skills, developmental trauma, or low cognitive development levels. Instead of using punitive language, we adopt a more inclusive and supportive approach, centred on *teaching, restoring and re-engaging*.

We therefore refer to **Reflective Behaviour Support** or **Protective Action** instead of "sanctions", which better reflects our commitment to:
- understanding behaviour as communication,
- promoting emotional regulation,
- restoring relationships,
- and ensuring a safe and inclusive learning environment.

To support staff and stakeholders in understanding this approach, the table below outlines suggested alternatives to the term **"sanctions"**, all aligned with our trauma-informed ethos and the Ofsted Behaviour and Attitudes (BAA) judgment area:

Original Term	Inclusive Alternative	Why This Matters
Sanctions	**Reflective Behaviour Support**	Focuses on learning and growth rather than punishment.
	Responses to Unsafe Behaviour	Clear and protective, with a safety-first focus.
	Protective Action	Emphasises immediate safeguarding without stigmatising language.
	Restorative and Reflective Pathways	Aligns with restorative justice; encourages understanding and repair.
	Steps to Re-engagement	SEN-friendly and clear; highlights returning to learning.
	Repair, Reflect, Return	Structured and emotionally literate, supporting regulation and reintegration.

Responding to Unsafe or High-Risk Behaviour

Charlton Park Academy does not believe that exclusion or punitive measures are the most effective way to support students with SEND. Our response to challenging or unsafe behaviour is always rooted in compassion, individualisation, and the firm belief that behaviour is a form of communication.

We seek to **understand the reasons behind the behaviour** and implement positive and protective responses that ensure safety, restore relationships, and support the student to re-engage in learning. Responses are never used to shame or punish but to build insight and reinforce a student's sense of belonging and dignity.

Statutory Suspensions (Formerly "Fixed-Term Exclusions")

In strict alignment with Department for Education statutory guidance, the academy does not implement informal 'fixed-term exclusions'. Where a temporary removal from school is deemed necessary due to a severe breach of safety or an unmanageable physical risk, the Principal will issue a formal statutory Suspension. A suspension will only be considered after all possible PBS strategies have been completely exhausted, or in high-risk scenarios involving severe physical violence, weapons, or sexual assault.

- Internal Suspensions (In-School Restrictions): Where a student is suspended internally to work in a separate, supervised space away from peers, the restriction must be carried out under strict safeguarding controls. The academy guarantees that any student subject to an in-school restriction will be provided with a calm, supportive environment, regular sensory regulation breaks, and unrestricted access to hydration, food, and toileting

facilities. The restriction must only last as long as is absolutely necessary to secure safety and regulation.
- External Suspensions: All external suspensions are strictly time-limited and require a comprehensive Multi-Agency Reintegration Meeting with parents/carers and associated social care professionals (noted via MyConcern) before the student returns to class.

Permanent Exclusion

Permanent exclusions are extremely rare at Charlton Park Academy and are only considered as an absolute last resort if:

- Persistent, severe breaches of the school's behaviour policy continue after every possible multi-disciplinary intervention has been completely exhausted; and
- Allowing the student to remain would seriously jeopardize the basic education, safety, or welfare of the child or others in the school.

In these highly exceptional circumstances, the Academy Trust works collectively with the family, the Local Authority, and multi-agency professionals to secure a managed move to a specialized alternative provision that safely meets the young person's complex needs.

Oversight and governance

All exclusion-related decisions are:

- **Logged and tracked** via Behaviour Watch and SLT behaviour tracking systems
- **Reported to** the Governing Body, Local Authority, and where applicable, to the student's social worker or the Head of the Virtual School for Looked After Children
- **Reviewed** to ensure they comply with DfE statutory guidance and promote long-term inclusion, safety and wellbeing

15. Related Policies

This policy is to be read in conjunction with related policies, currently including:

- Positive Handling Policy
- De-escalation Room Policy
- Health and Safety Policy
- Risk Assessment Policy
- Anti-Bullying Policy
- Complaints Policy
- Safeguarding Policy
- Communication and Interaction Policy
- CPA SEN Information Report 2026
- CPA Equalities & Inclusion policy
- CPA Mental Health Strategy

Appendix 1: PBS at Charlton Park Academy

High quality supportive environments	
Staff Will:	**Managers will:**
Show dignity, respect, warmth, empathy, and compassion in all interactions Treat every individual as a person and pro- vide support that is tailored to meet need Arrange and support participation in activities of everyday life and community events. Search out and support the development of relationship Arrange and support meaningful choice Arrange and support opportunities for be- haviour for learning through motivating, suit- ably challenging and engaging activities. Help and support behaviour and daily in- teractions that make the person look and feel good. Minimise any restriction of activities or movement; and use positive handling strategies when needed in emergency situations	Help shape and change, when appropriate, the values of Charlton Park Academy. Support other staff to describe and deliver the values and core aims of Charlton Park Academy, orally, in writing and in actions. Provide positive feedback on staff performance related to their support of the person's community presence, relationships, choice, behavioural skills and image. Recruit team members with appropriate values and attitudes. Review and discuss team members' attitudes regularly and support team members to demonstrate positive attitude to the per- son. Respond when positive attitudes are not pre- sent Role model dignity, respect, warmth, empathy, compassion in interactions at all times, and monitor this in the team. Facilitate feedback from the person and their family and friends on how values are expressed in actions and use this to shape and change Charlton Park Academy. Actively manage staff to build a positive envi- ronment.

High quality supportive environments	
Staff Will:	**Managers will:**
Contribute the necessary information to the assessment process Support the young person so that they are able to contribute to their own assessment where possible	Contribute to team information and identify who else may be able to contribute to in- formation Ensure that the right people/agencies are involved in each aspect of the assessment process and support that involvement when necessary

Appendix 2 - Zones of regulation

A framework to foster self-regulation and emotional control:

At Charlton Park Academy the Zones of regulation are used throughout the student's school journey. Students identify where they are on the Zones and learn to recognise their thoughts and feelings early on thus enabling them to use strategies to regulate themselves into a safe, ready to learn state. The Zones is a systematic, cognitive behavioural approach used to teach self- regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. By addressing underlying deficits in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move students toward independent regulation. The Zones of Regulation incorporates Social Thinking, concepts and numerous visuals to teach students to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states.

The four Zones: our feelings and states determine our Zone

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The Blue Zone is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is "good to go". A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is the Red Zone this often

is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energise. All of the zones are natural to experience, but the framework focuses on teaching students how to recognize and manage their Zone based on the environment and its demands and the people around them. For example, when playing on the playground or in an active/competitive game, students are often experiencing a heightened internal state such as silliness or excitement and are in the Yellow Zone, but it may not need to be managed. However, if the environment is changed to the library where there are different expectations than the playground, students may still be in the Yellow Zone but have to manage it differently so their behaviour meets the expectations of the library setting.