



Bosvena

School

Bosvena Support Policy

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SUPPORTING BEHAVIOUR

At Bosvena School we believe that behaviour is a form of communication. Our pupils often present with complex social, emotional and mental health needs rooted in adverse experiences, unmet needs, neurodevelopmental differences and interrupted attachment. This policy sets out how we *support* behaviour rather than simply manage it, ensuring pupils feel **safe, understood and supported** while being held within **clear, consistent boundaries**.

Bosvena's Behaviour Aim

- Create a predictable, emotionally safe environment
- Support pupils to regulate, reflect and repair
- Teach prosocial behaviours and self-regulation skills
- Protect the dignity and wellbeing of pupils and staff

Our School Rules

Ready	Respectful	Safe
<p>Being ready means coming to school and lessons prepared to engage and learn. Pupils show they are ready by:</p> <ul style="list-style-type: none"> • Bringing themselves and any necessary equipment, materials, or resources. • Having the right mindset to participate, listen, and try their best. • Being physically and emotionally prepared, which may include 	<p>Being respectful means treating others, yourself, and your environment with care. Pupils demonstrate respect by:</p> <ul style="list-style-type: none"> • Speaking and listening politely, even when they disagree. • Valuing differences in others, including feelings, beliefs, and personal space. • Looking after school property, equipment, and shared spaces. 	<p>Being safe means keeping yourself and others free from harm. Pupils practice safety by:</p> <ul style="list-style-type: none"> • Making choices that protect themselves and others physically, emotionally, and mentally. • Seeking help or support when they feel unsafe, worried, or overwhelmed. • Using equipment and spaces appropriately and with care.

<p>using coping strategies, asking for support, or taking a moment if needed.</p> <ul style="list-style-type: none"> • Being willing to learn from mistakes and challenges rather than avoiding them. 	<ul style="list-style-type: none"> • Following agreed routines and rules to maintain a supportive and inclusive environment. 	<ul style="list-style-type: none"> • Respecting boundaries, personal space, and the emotional wellbeing of everyone in the community.
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Core Principles

<u>Core Principles Underpinning adult actions:</u>	<u>Core principles underpinning implementing consequence:</u>
<p>When pupils struggle to be Ready, Respectful or Safe, we respond with support, boundaries, connection and learning, NEVER punishment. The focus is always on:</p> <ul style="list-style-type: none"> • Regulation before reasoning • Relationship before repair • Skill-building before sanctions 	<ul style="list-style-type: none"> • Consequences are proportionate, predictable, and explained calmly. • The focus is on what the pupil needs, not what they “deserve”. • Dignity is preserved at all times, no public call-outs or humiliation. • Adults model calm, consistency, and compassion.

- Every response includes a route back to belonging, connection and learning.

We Understand Behaviours

We understand behaviour through a needs-led lens rather than a punitive one. When behaviour becomes dysregulated, we consider:

- What has happened to this child?
- What need is not being met?
- What skill is missing?
- What support does this pupil require right now?

Behaviour is viewed as:

- A stress response
- A communication of unmet need
- A learned survival strategy

Proactive Behaviour Support

<u>Universal Support</u> <u>(for all pupils)</u>	<u>Targeted Support</u>	<u>Specialist Support</u>
<ul style="list-style-type: none"> • Predictable routines and visual timetables 	<ul style="list-style-type: none"> • Individual Behaviour Support Plans (IBSPs) 	<ul style="list-style-type: none"> • Multi-agency involvement

<ul style="list-style-type: none">• Clear transitions and preparation for change• Emotion coaching and emotional literacy teaching• Regulation tools (movement breaks, sensory resources)• Relational check-ins and daily connection• Calm, attuned adult responses	<ul style="list-style-type: none">• Co-regulation strategies agreed with the pupil• Key adult relationships• Small group or therapeutic interventions• Adjusted curriculum or timetable where appropriate	<ul style="list-style-type: none">• Therapeutic input (internal or external)• Risk assessments and safety plans• Enhanced staffing ratios when required
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Responding to Behaviour

Staff will:

- Remain calm, regulated and non-judgemental
- Use minimal language
- Prioritise safety over compliance
- Reduce demands where necessary
- Offer space, movement or support

We avoid:

- Shouting or shaming
- Public consequences
- Power struggles
- Threats or ultimatums

De-escalation at Bosvena

Strategies may include:

- Change of environment
- Time with a trusted adult (Somewhere with someone)
- Grounding or sensory activities
- Walks, movement or quiet spaces
- Play based activities.

Positive Reinforcement and Recognition

At Bosvena School we place a strong emphasis on **noticing, naming and reinforcing** the behaviours we want to see. For many of our pupils, positive behaviour has historically gone unnoticed, while difficulty has been over-scrutinised. We work deliberately to redress this balance.

Positive reinforcement at Bosvena is:

- Relational rather than transactional
- Individualised and meaningful
- Immediate and specific
- Focused on effort, regulation and repair as much as outcome

<p><u>Universal Positive Reinforcement</u></p>	<p><u>Individualised Reinforcement</u></p>	<p><u>Community and Whole-School Recognition</u></p>
<ul style="list-style-type: none"> • Specific verbal praise (e.g. “I noticed you asked for help when it felt tricky – that was being ready and safe.”) • Positive notes, postcards or messages home celebrating effort, regulation, kindness or perseverance • Phone calls or emails home to share positive moments and progress • Recognition of repair (praise for making things 	<ul style="list-style-type: none"> • Individual reward systems linked to Behaviour Support Plans • Short-term targets focused on regulation or readiness rather than compliance • Choice-based rewards agreed with the pupil • Visual tracking of progress where helpful • Increased access to preferred activities, spaces or adults <p>These systems are:</p> <ul style="list-style-type: none"> • Time-limited 	<ul style="list-style-type: none"> • Celebration assemblies or group acknowledgements (where appropriate) • Sharing successes within class or group meetings • Displays or shared spaces celebrating effort, growth and achievement • Recognition linked to our core expectations: Ready, Respectful and Safe

right, not just 'getting it right') <ul style="list-style-type: none">• Celebrating small steps and partial successes• Adult modelling and affirmation of expected behaviours	<ul style="list-style-type: none">• Reviewed regularly• Gradually faded as intrinsic motivation develops	
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Physical Intervention

Bosvena School follows Team Teach principles.

Physical intervention:

- Is a last resort
- Is used only to prevent serious harm to the pupil or other pupils
- Is proportionate, reasonable and time-limited
- Is recorded, monitored and reviewed over time.

Parents/carers will be informed following any significant incident involving physical intervention.

Consequences, Repair and Restoration

<p><u>Consequences</u> <u>at Bosvena</u> <u>are:</u></p>	<p><u>We focus</u> <u>on:</u></p>	<p><u>Examples</u> <u>include:</u></p>	<p><u>All</u> <u>consequences</u> <u>are:</u></p>
<ul style="list-style-type: none"> • Logical and related to the behaviour • Restorative, not punitive • Individualised and developmentally appropriate 	<ul style="list-style-type: none"> • Repairing harm • Rebuilding relationships • Teaching alternative strategies • Reflecting after regulation has been restored 	<ul style="list-style-type: none"> • Restorative conversations • Repairing or replacing damaged property • Supported reflection with an adult • Rehearsing alternative behaviours 	<ul style="list-style-type: none"> • Explained calmly and clearly • Time-limited and proportionate • Reviewed regularly • Removed once learning and repair have taken place

When learning is disrupted:

- Completing missed learning with adult support at a later, calmer time
- Practising routines again (e.g. entering the room, transitioning)
- Short, supported reflection on how to access learning next time
- Time out. Somewhere with someone, always.

When relationships are impacted:

- Guided restorative conversation with the affected person
- Writing or verbally offering an apology (only when genuine and supported)
- Acts of repair such as helping, tidying or contributing positively to the community
- Time with trusted adult
- Acts of repair between the individuals where the relationship has broken down.

When property or the environment is damaged:

- Helping to fix, clean or restore items where safe and appropriate
- Contributing to a plan to prevent recurrence
- Loss of access to specific resources until trust is rebuilt (time-limited and reviewed)
- Time with adult. Reasonable and proportionate
- Parents/ carers charged for the damage

When boundaries are repeatedly tested:

- Increased adult support or supervision

- Adjusted timetable or environment
- Temporary change of activity to reduce stressors
- Time with trusted adult.

When safety is compromised:

- Immediate removal from the situation to a safe space with an adult
- Review and reinforcement of individual safety plans
- Restricted access to high-risk activities until readiness is demonstrated
- Time with adult. Break/ lunch restorative conversation and active teaching.
- Loss of privileges until adults can be sure that pupils will be safe.
- Suspension considered. At the discretion of the Headteacher.

When expectations are not met:

- Rehearsal and modelling of expected behaviour
- Visual reminders or checklists
- Individualised targets with frequent positive feedback
- Time with adult. Reasonable and proportionate

What we Notice

Staff are encouraged to actively notice and reinforce the positive behaviour as a means of supporting the negative:

- Self-regulation and use of strategies

- Asking for help or accepting support
- Recovery after dysregulation
- Kindness, empathy and cooperation
- Persistence and engagement
- Following routines and boundaries, even when difficult