

Document ID ref:	ED0012DON
Policy Name:	Positive Behaviour, Relationships and Engagement Policy
First issue date:	01/01/2026
Review date:	01/09/2027
New version date:	
New review date:	Annual (or sooner following statutory updates)
New version ref:	
Summary of changes:	

Esland Doncaster School

Positive Behaviour, Relationships and Engagement Policy

Statutory, Legal and Regulatory Compliance

This policy has been developed to meet the requirements of the Independent School Standards (Part 3: Welfare, health and safety of pupils) and to have regard to current statutory guidance on behaviour, safeguarding, and equality. It applies to all pupils and staff and should be read alongside our Safeguarding Policy, Anti-Bullying Policy, SEND Policy, and Complaints Policy.

Publication and Review

This policy is published to staff, parents, and pupils and is available on request. It is reviewed **annually**, or sooner if statutory guidance changes, to ensure it remains current and effective.

Governance Oversight

The proprietor and leadership team monitor the implementation of this policy and review compliance termly. They ensure that behaviour data, safeguarding records, and any use of reasonable force are analysed and acted upon to maintain high standards and continuous improvement.

Introduction

At Esland Doncaster School we strive to ensure each children develops a sense of belonging within a friendly and supportive environment, built on mutual respect and trust. Behaviour support is integral to the curriculum where children learn social skills that will support them into adulthood.

Purpose and Principles

Our Commitment

We are dedicated to fostering a safe, respectful, and inclusive environment where every pupil can flourish both academically and socially. At Esland Doncaster School, we embrace a positive approach to behaviour, guided by clinically informed practice.

As a school, we will:

- View behaviour as a form of communication and promote a positive behaviour culture.
- Provide clear, staged interventions for pupils requiring additional support.
- Promote positive behaviour through high-quality teaching and consistent expectations.
- Identify and remove barriers that lead to negative behaviours, seeking constructive solutions.
- Apply fair and appropriate rewards and consequences.
- Show mutual respect and offer encouragement consistently and across all relationships
- Treat mistakes as opportunities for growth, providing guidance and support to pupils.
- Foster positive peer relationships and create safe spaces for these to develop.
- Ensure staff are equipped to manage behaviour effectively and compassionately.
- Actively listen to pupil voice.
- Work collaboratively with parents, carers, and external agencies.

Aims

- Uphold the safety and wellbeing of every member of the school community.
- Ensure all individuals within the school community feel respected and valued.
- Create and maintain an enabling, supportive learning environment.
- Teach pupils self-control and responsibility for their actions.
- Help pupils understand that choices and actions have consequences.
- Promote strong partnerships with parents and carers to support pupil development.
- Equip every child with the values and skills, social, emotional, physical, and academic, needed to thrive as 21st-century citizens.
- Work collaboratively as a staff team, sharing expertise, understanding the root causes of behaviour, and developing strategies for positive behaviour support.
- Provide access to clinical and therapeutic interventions across a range of needs.

Our Approach: Positive Behaviour Support (PBS)


At Esland Doncaster School, we use Positive Behaviour Support (PBS) to help every child succeed. PBS is an evidence-based approach that focuses on understanding behaviour, not punishing it. We believe behaviour is a way of communicating needs, so we work to identify what a child is trying to tell us and teach positive alternatives.

What does this mean in practice?

- We look at the reasons behind behaviour and make changes to the environment to reduce triggers.
- We teach new skills, like communication, coping, and problem-solving, so children have better ways to express themselves.
- We work together with families and professionals to create plans that support each child consistently at school and at home.
- Our goal is to improve quality of life, build confidence, and reduce behaviours that challenge, without using punishment or unnecessary restrictions.

PBS is about prevention, understanding, and collaboration, helping children feel safe, respected, and ready to learn.

How will we do it?

Our school adopts the  Beacon Stages framework to ensure a consistent, graduated approach to behaviour support. This model enables us to respond proportionately to pupils' needs and provide timely interventions.

Stage 1: Universal

- All pupils benefit from high-quality teaching, clear routines, and positive reinforcement.
- Staff use proactive strategies such as seating plans, visual timetables, and individual rewards.
- Behaviour expectations are communicated clearly and consistently across the school.

Stage 2: Additional

- For pupils requiring more support, targeted interventions are introduced alongside universal strategies.
- Examples include 1:1 work, personalised behaviour plans, and environmental adjustments.
- Staff collaborate with parents and clinicians and seek advice from external agencies where appropriate.

Stage 3: Intensive

- Pupils with significant and persistent needs receive intensive, sustained support.
- This may involve 1:1 adult support, risk assessments, and multi-agency involvement.
- Specialist training and resources are provided to staff to ensure safe and effective practice.

Monitoring and Review:

Progress is tracked through behaviour logs, regular reviews of plans, and pupil voice. Interventions are adapted based on impact and ongoing assessment.

Reward and response: The staged approach

At Esland Doncaster School, rewards and our responses are paramount in helping pupils in managing and understanding their own behaviour. We use the Beacon Stages to ensure rewards and responses are fair, consistent, and supportive. This staged system helps pupils understand expectations and learn from their choices. Below is a list of examples.

Stage 1: Universal

- **Rewards:**
 - Daily praise and encouragement.

- Stickers, points, or certificates for positive behaviour.
- Whole-class rewards for teamwork.
- **Response:**
 - Gentle reminders and clear explanations of expectations.
 - Restorative conversations to repair relationships.

Stage 2: Additional

- **Rewards:**
 - Personalised reward charts or targets.
 - Extra responsibilities or privileges for progress.
- **Response:**
 - Time-out in a calm space.
 - Negotiated short-term loss of privilege (e.g., missing part of a preferred activity).
 - Individual behaviour plan agreed with parents/carers.

Stage 3: Intensive

- **Rewards:**
 - Highly individualised incentives linked to therapeutic goals.
 - Frequent positive feedback and celebration of small steps.
- **Response:**
 - Structured interventions with multi-agency support.
 - Risk assessments and safety plans where needed.
 - Always restorative and supportive, never punitive.

Our Principles:

- Rewards are used first to reinforce positive behaviour.
- Our responses are proportionate, explained clearly, and focused on learning.
- Every stage includes restorative practice to rebuild trust and relationships.
- Plans are reviewed regularly with input from pupils and parents and/or carers and external stakeholders where appropriate.

How Rewards Are Earned

Rewards are given to recognise positive choices and effort. Pupils earn rewards by:

- **Following school expectations** (e.g., being respectful, ready to learn, and safe).
- **Showing kindness and cooperation** with peers and staff.
- **Trying their best in lessons**, even when tasks are challenging.
- **Making progress on personal targets** set in behaviour or learning plans.
- **Demonstrating resilience**, such as managing emotions or solving problems calmly.
- **Contributing positively to the school community**, like helping others or taking responsibility.

Rewards are always linked to **specific behaviours**, so pupils understand what they did well and can repeat it. Staff give **immediate feedback** (e.g., praise or points) and explain why the reward was earned.



At Esland Doncaster School, we are committed to using positive behaviour approaches to create a safe, respectful, and supportive environment. However, we recognise that these strategies will not always prevent every incident.

Managing Incidents and Post-Incident Learning (PIL)

Every incident is investigated thoroughly, taking into account each child's individual needs. We recognise that some school rules and processes may need flexibility, and we work with the child and others to plan how to overcome any barriers.

How Staff Support During Incidents

When an incident occurs, our priority is to keep everyone safe and help the child regain control in a calm and respectful way. Staff follow a consistent approach that includes:

- **Staying Calm and Reassuring**
Staff use a calm tone and body language to reduce anxiety and prevent escalation.
- **Providing Space and Time**
Children may need time away from the situation to regulate their emotions. Staff ensure this is done safely and without shame.
- **Using De-escalation Strategies**
Techniques such as distraction, offering choices, and using positive language help the child feel supported.

- **Maintaining Safety**
If there is a risk of harm, staff act promptly to protect the child and others, following agreed safety plans and risk assessments.
- **Listening and Understanding**
Staff aim to understand what triggered the behaviour, recognising that behaviour is a form of communication.
- **Restorative Follow-Up**
After the incident, staff use Post-Incident Learning (PIL) to help the child reflect and learn alternative strategies for next time.

Our approach is non-punitive, respectful, and focused on learning, ensuring that every child feels supported even during challenging moments.

Post incident we use Post-Incident Learning (PIL) to help children reflect and learn how to manage their behaviour. PIL is a structured conversation that encourages pupils to think about:

- **What happened**
- **How they felt**
- **What they could do differently next time**

This approach is non-punitive and focuses on listening and learning. Staff may use the 3 L's: Listen, Link, Learn, asking questions such as:

- *What happened?*
- *How did it make you feel?*
- *What can you do next time you feel that way?*

We use conversations whenever possible, but we understand that timing matters. Children (and staff) may not be ready to talk straight away, so we allow time and, if needed, a different adult to support the discussion.

Positive Behaviour Support Plans

Positive Behaviour Support (PBS) Plans are personalised guides that help us understand each child's likes, dislikes, triggers, and calming strategies. These plans show how best to support a child and are created for pupils who need extra help. They are developed with input from the child, Parent/Carer/Guardian, key staff, and personal tutor if different, external agencies if appropriate and updated regularly.

Use of reasonable force

We follow government guidance on the use of reasonable force. At Esland Doncaster School, we avoid restraint unless it is absolutely necessary to keep a child or others safe or prevent serious damage. All staff are trained and refreshed regularly to ensure any intervention is safe and respectful.

Reasonable force may only be used to:

- Stop a child from leaving a safe area if it would put them or others at risk.
- Prevent harm to themselves or others.
- Break up a fight.
- Stop serious damage to property.

For more details, see DfE guidance on reasonable force.

We are committed to a safe and caring environment where bullying of any kind, including online or prejudice-based, is never acceptable. If bullying happens, pupils should feel confident to tell staff, knowing it will be dealt with quickly and fairly. Our Anti-Bullying Policy explains how we prevent and respond to bullying in line with national standards and safeguarding guidance.

Monitoring, Recording and Reporting

We record (via CPOMS) all significant behaviour incidents, including any use of reasonable force, in line with statutory guidance. Behaviour logs, risk assessments, and individual support plans are regularly reviewed to identify patterns and inform proactive strategies. Reports are shared with senior leaders and, where appropriate, with parents/carers and external agencies. From April 2026, we will comply with new DfE requirements for recording and reporting restrictive interventions. Data is monitored termly to ensure accountability and continuous improvement.

Stage 1: Behaviour plan



To be written in consultation with parents and the student.

Student		
Plan number:		List those who attended below:
Date:		



Assess

What are the behaviours that are causing concern? List a maximum of 3. <i>Be specific and indicate how often they occur (eg. once a week, twice a day).</i>	What do you think might be causing those behaviours? <i>Think "big picture" causes</i>



Plan

Write up to two targets for the student to work towards. <i>Use the format when... instead of... I will... Be as specific as possible.</i>	What whole class strategies will be implemented to support the student? (Maximum of 2) <i>Strategies must be practicably implemented by in the context of a 1:2 adult:student ratio.</i>

Review date:	
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No longer than one term from today	
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Review

Date:	
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What impact did the plan have on the behaviours specified above? <i>Think about the frequency and severity of the behaviours.</i>	What should happen next?	
		Plan was effective – student no longer requires support (<i>plan discontinued</i>)
		Plan was effective – continue support at current level (<i>renew plan or write new plan at this level</i>)
		Student requires additional support (<i>write plan at Stage 2</i>)

Stage 2: Behaviour plan



To be written in consultation with parents and the student.

Plan number:		List those who attended below:
Date:		



Assess

What are the behaviours that are causing concern? List a maximum of 3. <i>Be specific and indicate how often they occur (eg. once a week, twice a day).</i>	What do you think might be causing those behaviours? <i>Think "big picture" causes</i>

Causes of stress

What are the key causes of stress driving the student's behaviour? (eg. physical, emotional, cognitive, social, prosocial)

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Plan

Whole class support:

Write up to three targets for the student to work towards. <i>Use the format when...</i>	What whole class strategies will be implemented to support the student?
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<i>instead of... I will... Be as specific as possible.</i>		(Maximum of 2) <i>Strategies must be practicably implemented by in the context of a 1:2 adult:student ratio.</i>
1.		
2.		
3.		

Home target:

What strategy will be implemented at home to support the student?	
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Group work (adult led interventions):

What will be the purpose of the intervention (<i>eg. improve interpersonal skills, emotional self-regulation</i>)	
How will the success of the intervention be measured?	
What content will the intervention cover?	
Which adult will run the intervention? Where will it be run? When (day and time)? How long will the intervention run for?	

Environmental changes

What environmental changes will be made to support the student?

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Other support

If necessary, write any further support to be offered below.

Support	Purpose

Impact measurement

How will you measure the impact of the intervention? Incorporate an objective, numeric measure.

Review date: <i>No longer than one term from today</i>	
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Review

Date:	
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Indicate progress towards each target.

	Not achieved	Some progress	Achieved
1.			
2.			
3.			

Parental views

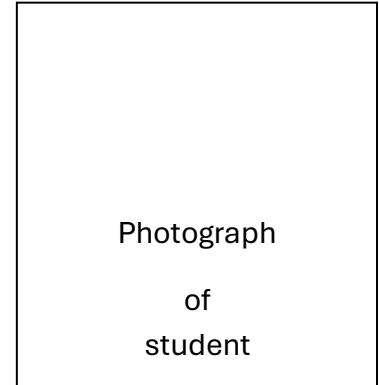
- *Attach student views to this plan.*

What impact did the plan have on the behaviours specified? <i>Think about the frequency and severity of the behaviours.</i>	What should happen next?	
		Plan was effective – student now requires less intensive support <i>(write plan at Stage 1)</i>
		Plan was effective – continue support at current level <i>(renew plan or write new plan at this level)</i>
		Student requires additional support <i>(write plan at Stage 3)</i>

Stage 3 Behaviour Management Plan



Student name			
Date		Plan number	



Objective of plan:

Overall objective here.

Topography of behaviour:

Before	Behaviours seen when student is escalating towards an incident.
During	Behaviours seen during an incident.
After	Behaviours seen following an incident.

Triggers:

Write common triggers for the above behaviours here. Include when you are most likely to see these behaviours.

Management strategies (extrinsic):

✓ ² Use:	✗ ² Avoid:

Awareness and consistency:

Ask the key adults who come into regular contact with the pupil to read this section of the plan, and to name, sign and date it.

Name	Signature	Date

State of change assessment:

Underline/bold current position:

Precontemplation Contemplation Determinism Change Maintenance Relapse

Causes of stress

What are the key causes of stress driving the student's behaviour? (eg. physical, emotional, cognitive, social, prosocial)



Plan

Whole class support:

Write up to three targets for the student to work towards. <i>Use the format when... instead of... I will... Be as specific as possible.</i>		What whole class strategies will be implemented to support the student? (Maximum of 2) <i>Strategies must be practicably implemented by in the context of a 1:2 adult:student ratio.</i>
1.		
2.		
3.		

Home target:

What strategy will be implemented at home to support the student?	
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Adult led intervention programme (intrinsic):

Target	Write a simple, practical and actionable target (preferably related to the student's position on the state of change model). This should be formulated with the student.
Student	What the student will do to achieve the above target. Explicitly discuss the following: <i>Can I do it? Will it work? How do I benefit (intrinsically)?</i>
School	What the school will do to help the student achieve the target.
Family	What home will do to help the student achieve the target.
Friends	What the student's friends will do to help them achieve the target (where appropriate).
What	What is the content of the intervention?
Who	Who is going to deliver this on behalf of the school?
When	When is the programme going to be delivered (and how often).
Where	Where any work to achieve the target will be completed.
Relapse plan	What the student, home and school agree to do following a relapse.

Other support

If necessary, write any further support to be offered below.

Support	Purpose

Measurement (Goal Attainment Scaling):

		Review
+2	Most favourable outcome that is likely.	
+1	Greater than expected outcome.	
0	Expected outcome.	
-1	Less than expected outcome (usually no change / where student is now).	
-2	Most unfavourable outcome (deterioration).	

Contributors:

List the names of people who contributed to the plan.

Student agreement:

I agree to follow the actions on this plan: _____

School agreement:

We agree to follow the actions on this plan: _____

Home agreement:

I/we agree to follow the actions on this plan: _____

Preferably, agreements about agreeing to actions should be made as publicly as possible.

Review:

This plan will be reviewed on	Insert date and time here.
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Review

Date:	
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Indicate progress towards each target.

	Not achieved	Some progress	Achieved
1.			
2.			
3.			

Parental views

- *Attach student views to this plan.*
- *Reassess change programme using goal attainment scaling (mark on original plan)*

What impact did the plan have on the behaviours specified? <i>Think about the frequency and severity of the behaviours.</i>	What should happen next?
	Plan was effective – student now requires less intensive support (<i>write plan at Stage 2</i>)
	Plan was effective – continue support at current level (<i>renew plan or write new plan at this level</i>)
	Student requires additional support

What elements of the plan were successful?

List here.

What elements of the plan were not successful / need to change?

List here.

Contributors:

List contributors to the review here.

Risk assessment



Assessment number:		Completed by
Date:		

Behaviour / risk	Risk <i>(from 0 to 10, where 0 = not applicable and 10 is very high)</i>	When <i>(eg. play time, during PE, in corridors)</i>	How often? <i>(eg. once per day, three times per week)</i>	Who is at risk? <i>(eg. student, peers, adults)</i>	Potential of harm <i>(eg. no harm, harm, serious harm)</i>	Control measure <i>(What will you do to control the risk?)</i>
Physical aggression towards peers						
Physical aggression towards adults						
Verbal aggression towards peers						
Verbal aggression towards adults						
Bullying						
Persistent disruption						
Non-compliance						

Deliberate damage to property						
Leaving class/grounds without permission						
Making unsubstantiated allegations against staff						

Other common behaviours might include: racial abuse; inappropriate sexual behaviour; arson; theft; alcohol misuse; drug misuse; possession of a weapon.

Behaviour frequency chart



Student:	
Week beginning:	

Behaviour	Monday	Tuesday	Wednesday	Thursday	Friday	Total

Tally frequency in Mon-Fri columns.