

Organisation:	Elevated Minds CIC
School:	Elevated Futures
Approved by:	Doreen Sinclair-McCollin, CEO
Date approved:	July 2025
Next review due:	July 2026

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## 1. Statement of Intent

Elevated Minds CIC, operating as **Elevated Futures Educational Provision**, is committed to creating a calm, safe, respectful, and nurturing learning environment where all pupils can thrive emotionally, socially, and academically. We believe that positive behaviour is a skill to be learned, not an assumption to be made.

This policy is underpinned by the strengths-based principles of the **Dynamic Development Plan (DDP)**. It moves beyond simply managing behaviour to actively understanding and supporting the needs and skill development of every pupil. This policy provides the framework for promoting positive relationships and outlines the supportive, educational, and restorative interventions used to respond to behaviours that challenge.

## 2. Legal Framework and Compliance

This policy is written in accordance with, and gives due regard to, Paragraph 9 of the Education (Independent School Standards) Regulations 2014, which requires:

- (a) A written behaviour policy that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour.
- (b) Effective implementation of the policy.
- (c) A record to be kept of the sanctions imposed upon pupils for serious misbehaviour.

It also gives due regard to *Keeping Children Safe in Education*, the *Equality Act 2010*, and guidance on exclusions.

## 3. Aims and Principles

The primary aim of this policy is to create a predictable, empathetic, and consistent environment where all pupils feel safe and are skilled to succeed.

**Our key principles are to:**

- **Teach & Promote:** Proactively teach and model the positive social, emotional, and self-regulation skills pupils need to succeed.
- **Understand & Prevent:** Understand that **all behaviour is communication**. We seek to understand the underlying needs or skill gaps being communicated, in order to prevent distress and behaviours that challenge.
- **Support & Nurture:** Support all pupils through the DDP framework, fostering their resilience, self-discipline, and social responsibility.
- **Be Consistent & Fair:** Ensure all staff (including SLT, Teachers, and TAs) and pupils understand the high expectations and that our DDP-led responses are applied consistently, fairly, and with empathy.
- **Restore & Repair:** Use restorative practices to repair harm and rebuild relationships, rather than focusing purely on punitive sanctions.
- **Comply & Record:** Maintain clear, effective records of serious incidents, interventions, and educational sanctions to ensure compliance and monitor pupil progress.

## 4. Our DDP Behaviour Philosophy

This policy is built on the philosophy of the **Dynamic Development Plan (DDP)**, which is referenced in *The Dynamic Development Plan - A Strengths-based Blueprint for Pupil Support*.

1. **Behaviour is Communication:** We accept that behaviours that challenge (e.g., defiance, disruption, aggression) are not a pupil's "choice" but are a communication of stress, distress, or an unmet need (e.g., sensory overload, social anxiety, communication difficulty).
2. **Strengths-Based:** We identify a pupil's strengths first. We use these strengths as the foundation for building new skills and self-esteem.
3. **Relational Approach:** Safety is relational. Pupils learn and thrive when they feel safe, seen, and supported by trusted adults. Our primary approach is to build positive, unconditional relationships.
4. **Skills-Based:** Many behaviours that challenge is the result of a "skill gap," not a "will gap." We do not punish pupils for skills they have not yet learned. Our role is to **teach** skills such as emotional regulation, social problem-solving, and flexibility.

## 5. Proactive & Preventative Strategies (Teaching Positive Behaviour)

Our first priority is to prevent behaviours that challenge by fostering a positive and skills-based culture.

- **The DDP Framework:** Every pupil's needs are understood through a DDP lens, allowing staff to proactively support them.
- **A Nurturing Environment:** We provide a calm, structured, and low-arousal environment that is sensitive to sensory needs and promotes a feeling of safety.
- **Explicit Curriculum Input:** Positive behaviours and social-emotional skills are explicitly taught through PSHE, assemblies, and therapeutic interventions (e.g., zones of regulation, social stories).
- **Staff Modelling & Co-Regulation:** All staff, particularly TAs and HLTA, are trained to model respectful communication and actively **co-regulate** with pupils, helping them manage strong emotions.
- **Recognition and Encouragement:** We reinforce positive behaviour and skill development through specific, verbal praise, communication with parents, and awarding leadership responsibilities (e.g., peer mentors).

## 6. Roles and Responsibilities

Implementing this DDP-led policy requires a whole-school commitment.

- **Senior Leadership Team (SLT):** Are responsible for embedding the DDP ethos, providing high-quality staff training, and monitoring the policy's effectiveness.
- **The SENCo / Inclusion Manager:** Leads the DDP process, supports staff in identifying skill gaps, and coordinates with external professionals.
- **Teachers and Lecturers:** Are responsible for creating a positive classroom climate, building strong relationships, and implementing DDP strategies.
- **TAs / HLTAAs / Learning Support:** Are the frontline for **co-regulation**. They support pupils in the moment, de-escalate, and help implement DDP targets.
- **Therapeutic Professionals (EPs, SaLTs, OTs):** Inform the DDP by providing specialist assessments and strategies, aligning therapeutic goals with educational outcomes.
- **Pupils:** Are supported to understand expectations, develop self-awareness, and learn to use restorative language to take responsibility for their actions.
- **Parents/Carers:** Are expected to work in partnership with the school, support the DDP-led approach, and maintain open, constructive communication.

## 7. A DDP-Led Response Framework (Understanding and Responding to Behaviour)

When proactive strategies are not enough, our response remains supportive and educational.

**A. Behaviours that Challenge** We recognise behaviours such as physical aggression, verbal abuse, persistent disruption, and defiance as communication of significant stress or unmet need.

**B. The Response Process: A Staged Model** Our response is tiered to provide the minimum support necessary and the maximum support required.

- **Level 1: Classroom-Level Response (Co-regulate & Redirect)**
  - Staff use de-escalation skills to ensure safety.
  - Focus on **co-regulation**, not confrontation.
  - Use of verbal warnings, "time-out" or reflective tasks in a supportive space.
  - A restorative conversation is held once the pupil is calm.

- **Level 2: DDP-Led Intervention (Understand & Support)**
  - For persistent behaviours, the SENCo/Pastoral team will lead a functional analysis to understand the *function* of the behaviour.
  - A **Behaviour Support Plan** (as part of the DDP) is created. This is our version of a "behaviour contract," but it focuses on the *adult's* actions (e.g., "Staff will provide a 5-minute warning") and the *skills* to be taught.
  - This may involve referrals to internal or external therapeutic support.
- **Level 3: Consequences & Educational Interventions (Repair & Teach)**
  - This policy replaces a traditional "sanctions" list with **consequences** and **educational interventions**.
  - **Consequences** are logical, proportionate, and restorative. They may include loss of privileges (e.g., participation in a specific enrichment activity) or "time-in" (completing work away from the group).
  - **Educational Interventions** are our primary "sanction." These are tasks designed to teach missing skills and include:
    - Facilitated restorative justice meetings.
    - Reflective tasks (e.g., "What was the impact?" "What could you do differently?").
    - Completing work in an internal exclusion space, with support to reflect and reintegrate.

## C. Exclusions

- **Suspensions or permanent exclusion** will only be used in rare and exceptional circumstances, in line with statutory guidance.
- Exclusion will be considered when the safety of other pupils or staff cannot be guaranteed, or when the provision is no longer able to meet the pupil's needs despite all DDP-led interventions.

## 8. Record-Keeping and Monitoring

- A central record (Behaviour Log) is kept of all serious incidents, as required by law.
- This log also records the DDP-led interventions, restorative actions, and educational sanctions applied.
- The SLT and SENCo will review this data regularly to:

- Monitor the effectiveness of the DDP framework.
- Identify patterns or trends (e.g., individuals, locations, times of day).
- Ensure the policy is being applied fairly and consistently.
- Identify staff training needs.

## 9. Policy Review

This policy will be reviewed annually by the SLT and Governors and updated in response to changes in guidance, pupil needs, or internal monitoring.

### Approval Sign-Off

Name	Position	Signature	Date
<b>D. Sinclair-McCollin</b>	<b>Head Teacher Director</b>		<b>28 July 2025</b>