Simply Sensory
Training and Support
Creating The Building Blocks For Learning

"Live, Laugh, Learn"

SIMPLY SENSORY

BEHAVIOUR AND INTERVENTIONS POLICY
September 2026 - 2027

Reviewed: September 2026
Next Review Date: September 2027

Simply Sensory wishes to provide an environment that is safe, caring and stimulating for the pupils in our care. In order to ensure that this is so, we have a policy that is a working document, with set procedures and guidance to create calm, secure, happy and friendly environments for all.

Simply Sensory is committed to promoting its values, such as respect, honesty, fairness and social inclusion, which form a basis for this behaviour policy.

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

"See behaviour think sensory"

1. Purpose

This policy sets out the framework for a clear and consistent approach to promoting positive relationships and engaging pupils to support their skills and understanding and engagement with Simply Sensory .

2. Aims

Simply Sensory are committed to the emotional mental health and well-being of all members in the Simply Sensory community. Simply Sensory are committed to providing a climate of warmth and support. In which self confidence and self-esteem can grow and in which all pupils feel valued and able to make mistakes as they learn, without fear of sustained criticism.

We wish to work towards this in all aspects of Simply Sensory life, and to provide an ethos, environment and curriculum that will support the social, emotional and mental health of all.

We recognise that understanding our emotions is a key aspect of managing behaviour. It is acknowledged that members of our community may have very different parenting experiences and views on behaviour. Simply Sensory treats all members of its community with unconditional respect and has high expectations for both adults' and children's learning and social behaviours. It prides itself on excellent relationships and high levels of care. We understand that positive behaviour can be taught and needs to be modelled and that negative behaviour can signal a need for support which we will provide without diluting our expectations and the need for rules and boundaries. Underpinning this policy, is the belief that everyone can learn to self-manage/self regulate their own emotions and behaviour, develop reflective thinking (using the restorative approach) and give our children confidence to think for themselves and make sense of experiences, hopefully beyond Simply Sensory and into the 'real world'.

3. Rationale

We recognise that behaviour is communicative and often reflects an emotion or feeling. Our behaviour policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour. It is considered important that the school community shares a common set of shared values that are easily recognisable and understood by all who learn and work at the Simply Sensory. Each child's behavioural needs are complex and personal to the individual – they will arise from their own experiences at home, within the community and with Simply Sensory. However, in order to create a consistent, positive and ordered environment a set of values that is shared by all is essential.

4. Roles and responsibilities

Maintaining good behaviour and developing supportive relationships is the responsibility of all, including staff and parents/carers. We expect our staff and parents/carers to be a good role model for our children as we develop their attitudes for all aspects of life. The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of staff. For most children this can be achieved by simple acknowledgement

of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable and there to help (not there to only discipline or sanction) and children must understand this. If a member of staff is having difficulties with an individual or group of children they are expected to seek support in order to make a positive change.

4.1 The Senior Management at Simply Sensory

The managers are responsible for reviewing and approving this behaviour policy. They will ensure that the learning environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The managers will ensure any relevant training is provided for staff.

4.2 Simply Sensory staff

'Emotionally literate staff, who interact with children in ways that soothe, calm, contain, stimulate and accompany them as they learn, support their students to become emotionally literate too. In doing so, they provide the positive interactions that contribute to the development of effective stress management systems in their learners' brains. At best, such teachers/adults contribute to the establishment of 'good-enough' regulating, focussing, meaning making and memory circuitry in the brain.'

Simply Sensory staff are responsible for ensuring that any significant issues are brought to the attention of the senior leadership team who are responsible for writing and ensuring the implementation CASP plans as required, and for ensuring that everyone working with the pupil is informed and advised on the contents of the plan once it has been signed by the parents/carers.

It is, however, acknowledged that there will be instances of disruptive behaviour. It is important that there is a system in place for dealing with such instances and that it supports staff confidence in dealing with disruptive situations. Staff dealing with challenging behaviour should always follow the Simply Sensory procedure, CASPs and record behaviour incidents as soon as possible.

4.3 Parents and carers

We work closely with parents and carers within the home to achieve a shared approach and consistent messages between home and Simply Sensory to support their child's emotional and behaviour development.
Contact with parents/carers is considered an integral part of Simply Sensory life and is encouraged in several ways:

- Social events/Coffee mornings
- Newsletters /Facebook page
- Simply Sensory website
- EHCP Review Meetings
- Transition Planning Meetings
- Text alerts / phone contact / emails
- Termly reports

4.4 Other Professionals

On occasions, it will be judged appropriate to gain support from one or more of the following agencies when dealing

with particularly difficult issues:

- Child and Adolescent Mental Health Services (CAMHs) and Adult Mental Health Services
- Early Help Unit / Family Service
- Educational Psychology Services
- Behavioural Support Team
- Social Services
- Inclusion Support Autism Team
- Continuing Health Care Team
- Health staff
- NCC Physical Intervention Team
- SALT
- Any other professional support that might be appropriate for the individual pupil

5. Learning Environment Management

The learning environment and teaching methods have an important influence on children's behaviour. The environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangement of furniture, access to resources all have a bearing on the way children behave. Simply Sensory staff will work closely with the parents/carers to ensure the learning environment is appropriate for the learners needs. All resources will be adapted to meet the learners' individual learning styles and SEN.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in cooperation with others. Praise should be used sincerely to encourage good behaviour as well as good work. Criticism should always be constructive and a private matter between teacher and child.

Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the pupils what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be calmly and consistently applied and enforced;
- Follow pupils CASP plans (Consistent Approach to Support Learners) and one page sensory profiles when

appropriate

The revisiting of our expectations and agreements regularly is vital for them to remain important and relevant. All adults work in partnership to model, reinforce and support our expectations.
Adults act as co-regulators, develop pupils' insight and language of sensations and emotions, building understanding of self within a community based on inclusion and tolerance.
Social times throughout the sessions and within the local community aim to:

- To develop social skills;
- To have the opportunity to interact, build tolerance and inclusion;
- For the enjoyment of positive play;
- To be healthy – to have fresh air, exercise and the opportunity to relax

Our positive approaches to behaviour involve us 'noticing' good choices, being explicit in descriptive praise and providing reward as reinforcement.

6. Positive behaviour management

Simply Sensory believes that rewards for positive behaviour and attitudes are vital and our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. It is acknowledged that each pupil is individual and that different strategies will need to be employed at different times.

Simply Sensory staff will use a whole range of rewarding consequences that will meet the needs of a range of pupils. The commonest reward is praise.
To praise, promote and reward positive behaviour, we use a range of rewards including;

- Verbal feedback / praise
- Non-verbal feedback *e.g. thumbs up gesture, smile, pat on shoulder, clap*
- Stickers or badges
- Certificates
- marking work if applicable
- Share good choices with other adults for positive reinforcement

7. Challenging behaviour

"Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress." **The Gottman Institute**
"See behaviour think sensory"

Within our positive approaches we recognise that there may be times when a pupil might make a negative choice and a consequence must follow. This might be a deliberate choice, or an overwhelming impulse which results in an impact on others. Some of those choices may be:

- verbal aggression

- throwing things
- hitting
- kicking
- pushing
- hair pulling
- scratching
- biting
- shouting
- not being on task
- spitting
- rude responses
- ignoring requests
- damaging property
- racist, sexist or other forms of derogatory behaviour
- self harm
- sexualised behaviour

When looking at behaviours it is imperative that the individual needs of pupils are examined and appropriate strategies for that individual employed.

Some strategies may include:

- keeping calm and speaking quietly
- see behaviour think sensory
- follow individual CASP if the child has one
- follow individual one page sensory profile if the child has one

- keep language to a minimum and use short sentences
- talk to the pupil about the behaviour **(**if appropriate**)**
- divert attention (give a responsibility, or different task
- use of social story
- use of now and next boards

- remove yourself from situation
- time away from the session/lesson for a short period
- give space/stratagies to self regulate

All pupils are different and reference must be made to the CASP/ one page profiles if in place.

8. Self-injurious behaviours

Definition

Self-injurious behaviour is any behaviour initiated by the individual which results in physical harm to that individual. Physical harm includes scratching, biting, head banging, bruising, lacerations, bleeding, bone fractures and breakages, and other tissue damage. Behaviours such as: self-induced vomiting which can be life threatening, repetitive pulling out of hair, persistent eating of non-food items (pica) are also included.

Support to Pupils

We recognise that self-injurious behaviour is probably the most difficult behaviour to support as it is highly resistant to change and is emotionally draining for all involved. Self-injurious behaviour should be supported using the same calm, consistent and low arousal approaches as any other behaviour that give rise to concern. The communicative intent of the behaviour should be ascertained **if possible** and the child or young person taught other, less damaging, ways to achieve his or her aims. Follow CRB training guidelines.

CASPS should be devised as appropriate with the teacher, Behaviour lead, SLT and relevant agencies. **The level of staff intervention for these behaviours will be detailed on a pupils CASP.**

All instances of self-injurious behaviour must be carefully noted and recorded in writing using the school behaviour system and listed as behaviours on a pupils CASP. A discussion will take place with the team, parents and carers to reduce the risk of a recurrence and to develop strategies to keep the YP and adults safe.

Physical intervention between staff and pupils

Simply Sensory staff do not use restraint. If a dangerous situation arose we would make the environment as safe as possible and give the learner space to calm following CRB guidelines. As we work within the home parents/carers would take the lead and we will work closely with them to look at triggers and find calming and regulation strategies - staff to follow CASP or sensory aversions and preferences plans if in place.

Any concerns must be logged on Simply Sensory's miscellaneous log following any minor incidents/concerns observed. This should be passed to senior staff who will complete the necessary risk assessment and CASP plans.

Support for those involved (staff and pupils)

Simply Sensory recognises that providing support and care for people who engage in any form of undesirable behaviour can be emotionally and physically demanding.

All staff will receive high quality training, advice and guidance.

Staff must prepare themselves for dealing with challenging situations and must make sure they are aware of and understand the CASP and risk assessment of each child for whom they have responsibility.

Staff must always report incidents and concerns regarding pupil behaviour directly to the senior management ,

focussing on early intervention.

It is expected that there should be some level of follow up support for the victim, pupil and staff members dealing with the undesirable behaviour.

We are a small company who work closely with all staff and will support them as needed.

Staff should be able to recognise when they need additional support following an incident (e.g. time away) and request further support from others (as above) if they deem it necessary.

Staff will need to recognise when pupils require additional support following an incident and deal with them according to their knowledge of the individual pupil. It is also important for staff to deal with any pupil victim appropriately.

Consistent Approaches Plans (CASP) (APPENDIX B)

Consistent approaches plans support a cohesive approach towards the management of sensory aversions and sensory behaviours. They provide a consistent way forward for all who are working with the pupil.

The plan should:

- include clear and unambiguous statements
- de-escalation strategies
- provide information about the child's triggers
- clearly prioritise the behaviours that are being dealt with giving graduated responses
- have the name of specific staff who will be in direct contact with the child
- have a review date that is agreed by everyone
- details of appropriate interventions for that behaviour
- be signed by parents/carers
- sensory one page profile
- sensory aversions and preferences profile
- risk assessment
- any updates made to the CASP must be dated

External Support

Where there are a number of incidents of difficult behaviour a case conference may be helpful to all involved with the pupil. If this is considered appropriate then a member of the Simply Sensorys Leadership Team will coordinate and chair the meeting. Advice will be sought from a range of external personnel, after consultation with all staff involved. If there are external conditions imposed on the staff from external agencies, the staff will endeavour to follow guidelines to ensure the safety of all pupils and staff.

Staff Training and Development

Staff training and development needs for this area will be reviewed on an annual basis by the Senior Management team.

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Interventions log

Pupil Name

Date	Sensory behavior	Intervention required	Possible triggers	Outcomes