

Pupil Behaviour Policy – Flourish Enhanced Provision Unit

Supporting pupils to find their inner balance and a stable foundation for learning is essential for the measurable progress they make on their unique journey and at Flourish EPU we will be:

- ensuring children feel safe and secure in their environment
- fostering a deep sense of belonging within our community
- enabling children to build healthy, restorative relationships.

This is particularly vital for children who have found mainstream settings challenging. At Flourish, we provide a safe haven where children are supported to re-root and grow. This policy should be read alongside the behaviour policies of a child's home school and Lowe's Wong Junior School, ensuring a consistent and grounded approach across all settings.

Introduction to Flourish

The Flourish Enhanced Provision Unit is based at Lowe's Wong Junior School in Southwell. Funded by Nottinghamshire Local Authority and delivered in partnership with Minster Trust for Education, this specialist unit is designed to provide expert support for primary aged children (key stage 1 and key stage 2) who are struggling to successfully access their mainstream education and to cope in school.

Flourish offers fixed term placements for children to help them develop the skills they need to engage with their home (accountable) school setting. The "home" school is still accountable for the child and their education, while Flourish works in partnership to enhance provision.

Our Purpose

- Pupils will feel successful and fulfilled
- Pupils will be valued and "belong", they will build self esteem
- Pupils will develop interpersonal and communication skills
- Pupils will be supported to access and succeed with learning
- Pupils will be able to fully engage with learning in a mainstream setting

Our approach to pupil behaviour

Understanding behaviour is key to our approach and we recognise that every behaviour has an underlying reason and are committed to exploring this consistently. If a child is frequently experiencing high levels of dysregulation, we will investigate why as well as addressing the behaviour in the immediate term.

In advance of a placement commencing staff will meet with key staff from the home school to discuss the support being offered and which strategies work well. These discussions will include input from the child themselves and from parents/carers. External agencies may also share their views where this is relevant. Pupil behaviour may also be observed in advance of the placement at the home school.

An **Individual Behaviour Plan (see appendix A)** will be in place for each pupil attending Flourish EPU. This will assess the risk for each child and will clearly detail actions and strategies to be used to manage behaviour. The plan will be written by Flourish EPU staff in partnership with the home school. Parents/carers will be engaged with the drafting of the plan and will be asked for their input as it is reviewed on an ongoing basis. Parents, pupils and staff will work together to actively use the plan.

Record keeping underpins our response to behaviour so that patterns and triggers can be considered over time. A clear record also allows for good communication to all stakeholders including home school, parents/carers, staff, governors and external agencies. Parents will always be informed of any behaviour incidents that require a 'reset' in the "steps to flourish" (see appendix B). The home school is responsible for remaining up to date with pupil behaviour at the EPU through the established communication channels. The home school is ultimately responsible for pupil behaviour.

Behaviour for each pupil attending Flourish EPU will be logged on an Excel spreadsheet which is maintained as a confidential shared file with the home school. It is the responsibility of the home school to remain aware and informed of any incident that has involved one of their pupils. Parents will always be informed of any incident that has involved their child.

Positive behaviours are celebrated with children to support and encourage them. When pupils demonstrate the very best conduct by reaching the top of the "steps to flourish" they will be rewarded and their success will be shared with parents/carers.

Relationships will be developed to be mutually trusting and respectful. All staff at Flourish are committed to ensuring there is clarity and consistency, with a listening approach. This applies not only to the children but also with the home school and parents/carers.

The Steps to Flourish approach

Alongside the definitive steps detailed below, staff at Flourish EPU will re-direct low-level behaviours and model positive alternatives as a matter of course. Consideration will always be given to the child's emotional state.

At Flourish, we recognise that "behaviour is communication." We move away from traditional "choice-based" models, which can be abstract for neurodiverse children. Instead, we focus on regulation and effort. Our goal is to provide a low-arousal, therapeutic environment where children learn to manage their "internal weather" so they can access learning positively.

2. Our Approach: Rooted in Regulation

We use literal, sensory language to help children understand their emotional state. We avoid phrases like "good choices," which imply a moral failing during moments of dysregulation. Instead, we celebrate:

- **Finding steady feet:** Physically and emotionally connecting with the calm of the room.
- **Having strong roots:** Building the resilience to stay calm even when tasks feel "windy" or difficult.
- **Growing my skills:** Recognising that regulation is a skill we practice, not a switch we flip.

3. The Flourish Steps (Our Visual Framework)

Our reward and reflection system uses the character **Flurry** and Widgit symbols to provide a concrete map of a child's session.

Positive Steps (The Growth Path)

1. **I am finding my steady feet:** The starting position of being present and ready to engage.
2. **I am using my tools to stay steady:** This recognises the active effort a child makes to use their ear defenders, timers, sensory breaks, or weighted items to maintain their regulation.
3. **I am growing my skills:** Consistent engagement with tasks in The Studio or social play in The Lab.
4. **I am flourishing:** Reaching a state of high independence and helping others feel safe in the unit.

Restorative Steps (The Reset Path)

1. **I am a bit wobbly:** A gentle notification that the child's "roots" are feeling less steady.
2. **I need to find my tools:** A directed pause where staff help the child select a specific regulation tool to regain steadiness.
3. **Time to Reset:** A move to a quiet space to co-regulate with an adult. This is a supportive "Time-In" to help the child find their "steady feet" again before returning to the group.

Flurry Steps a 3-step conversation will take place between an adult and the child. We utilise a restorative framework that prioritises co-regulation over punitive measures. This approach ensures children have the time to use their regulation tools and practice the skills they need to feel balanced and secure in the unit. The three-step conversation always follows this pattern:

The Flourish Restorative Conversation

Flourish Ethos	Purpose
"How are you feeling, and what was happening for you just then?"	To identify the sensory or emotional trigger (the "wobble") rather than just the outward action.
"How did that moment affect the calm in our room and the people around you?"	To explore the impact on the "safe haven" of the unit without using punitive or judgemental labels.
"Which of your tools can we use now to help you find your steady feet again?"	To focus on the concrete skill of regulation and the active use of the child's specialist "Flourish tools".

"I am feeling a bit wobbly" This indicates that a child is beginning to lose their steady feet and is showing signs of dysregulation. A supportive three-step restorative conversation is used to identify the "wobble" and help the child re-connect with their environment. For many children, this is a gentle reminder to check their internal weather for the first time.

"I need to find my tools to stay steady" This means the child's dysregulation has escalated to a point where the environment is no longer a "safe harbour" for themselves or others. The behaviour may now be more persistent or impactful. A further three-step conversation will take place, focusing specifically on identifying and using concrete regulation tools to help the child re-root.

"Time to reset" This occurs when a child's roots are no longer holding them steady and they require a supportive "Time-In." The child will move to a quiet, neutral space with a trusted adult to co-regulate. This space provides the safety needed for their internal weather to clear before a restorative three-step conversation takes place. This period of significant dysregulation will be logged and shared with the home school and parents/carers.

Dealing with behaviour beyond the "Steps to Flourish" approach

Sometimes children at Flourish EPU will be unable to regulate their behaviour using the standard "Flurry Steps" approach. If this is the case the following actions will be taken:

Stage 1 : SLT visit

If, during a 'Time to Reset', a child's internal weather remains stormy and they are unable to move back toward a steady state, a member of the Lowe's Wong Senior Leadership Team may join the space. The purpose of this visit is not to sanction, but to provide a 'secure base.' The SLT member

will support the child in feeling safe and seen, gently helping them to remember the safe haven agreements of Flourish. This collaborative check-in ensures that the child feels supported by the whole school community as they work to find their steady feet again.

Stage 2 : New start session

If a child accrues three “time to reset” sessions, they will be directed to participate in a new start session. This stage will only have been reached in exceptional circumstances when all other parts of the behaviour system have been used without success. Likely behaviours to have reached this stage will include:

- Repeated use of disrespectful language or swearing directed at others.
- Repeated intentional physical actions directed at others.
- Disruptive or threatening behaviour (such as destroying others’ work, throwing items)
- Vandalism

The new start session means the child will not attend Flourish EPU and will instead be at their home school. The new start session provides time for both staff and the child to reflect on the situation.

- Flourish EPU staff will review the child’s individual provision plan and explore options to reduce the likelihood of recurrence.
- In the child’s home school, the day will be used for reflection on the reasons for the new start session and how behaviour could be better.

The home school will determine the final outcome of the incident, such as internal or fixed term suspension. This decision must be communicated to Flourish.

Stage 3 : Next steps

Following a new start session, the staff at Flourish will carefully make a bespoke plan to restart the placement for the child. These steps will be specific for each case and may often include:

- Amending the child’s risk assessment.
- Reducing the number of days offered at the provision.
- Reducing the hours of attendance, with a phased return over time.
- Changing the time of day of the session.

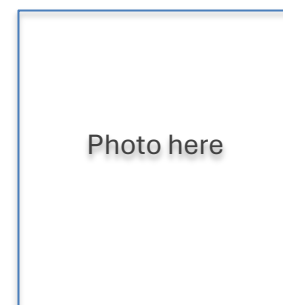
In the most extreme cases where the provision is not successfully meeting the needs of the pupils and they pose an unmanageable threat to provision, other pupils and/or staff the decision may be made to end the placement at Flourish.

Physical intervention

Where a child is displaying behaviours that put themselves or others at risk of physical injury, physical intervention may be used. Staff will decide whether this is an appropriate course of action and will only deploy this approach as a final option. The child will be informed before physical intervention is used and ongoing dialogue will be maintained throughout. Incidents of physical intervention will be recorded including the length of hold.

Appendix A – Behaviour support plan and risk assessment

Child's name	
Year group	
Date	
Key supporting adults	



Things that help me stay calm and regulated are:	Support already in place:

Reviews

Child's voice
Parent/carer voice

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
Suggested adult responses		

Appendix B – Steps to Flourish

