



PROMOTING POSITIVE BEHAVIOUR POLICY

POTTERS BAR CLINIC SCHOOL

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Elysium Children and Education (a division of Elysium Healthcare) is committed to promoting equality in all its activities. We aim to provide an environment free from discrimination and unfair treatment.



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1. Introduction

At Potters Bar Clinic School (PBCS), we are committed to promoting a safe, caring, inclusive, and aspirational learning environment that recognises and nurtures the unique social, emotional, and mental health needs of our pupils. We believe that positive behaviour is teachable and achievable, especially when supported by consistent expectations, meaningful relationships, and targeted rewards.

We provide education to young people (typically aged 13–18) who are inpatients at Potters Bar Clinic, receiving treatment under the National Health Service for complex personality disorders and other mental health conditions. This policy outlines our approach to fostering and recognising positive behaviour in partnership with our multi-disciplinary team.

2. Our Vision

“A healthy mindset, hope, resilience and high aspirations promote re-integration, re-connection and re-engagement to learning, which leads to success.”

We aim to:

- Re-engage pupils with learning during a critical period of their lives.
- Develop self-worth, agency, and hope for the future.
- Support continuity of education and facilitate reintegration with home schools or future placements.

3. Core Values

We model and encourage behaviours that align with our Elysium core values:

- Kindness – towards self and others
- Integrity – being honest, accountable, and respectful
- Teamwork – working together with empathy and collaboration
- Excellence – striving to be the best version of ourselves

These values underpin every interaction and are reinforced through our curriculum, relationships, and reward systems.

4. Creating a Positive Behaviour Culture

We take a relational and therapeutic approach to behaviour management. Our key principles are:

- All behaviour is a form of communication.
- Positive relationships are the foundation of behavioural change.
- High expectations and consistent boundaries support emotional safety.
- Behavioural successes, no matter how small, are noticed, acknowledged, and celebrated.

5. Expectations for Behaviour

In collaboration with the multidisciplinary team, we aim to:

- Encourage punctuality, regular attendance, and active participation in lessons.
- Promote respectful and safe behaviour towards peers and staff.
- Support pupils to comply with reasonable instructions – **“first time, every time”**.
- Foster emotional regulation and self-reflection.
- Recognise effort, resilience, and progress over perfection.
- We understand that some pupils may struggle with behaviour due to their mental health needs. Our staff use trauma-informed and attachment-aware approaches, including de-escalation techniques, to support these pupils in a sensitive and consistent way.

6. PACE – Our Positive Reward System

We use the PACE system to recognise and reward key aspects of positive engagement:

P – Punctuality

A – Attendance

C – Compliance (with instructions and expectations)

E – Effort

P.A.C.E	Elysium Values-KITE			
	Kindness	Integrity	Teamwork	Excellence
Punctuality (P) Attendance (A) Compliance (C) Effort (E)	K1-Listening to others K2-Helpful K3-Observant of others emotions K4- Patience K5-Recycling K6-Respect	I1-Honesty I2-Fairness I3-Justice I4-Honesty I5-Humility I6-Trustworthy I7-Loyalty	T1-Creativity/Imagination T2-Leadership T3-Positivity T4-Tolerance for others T5-Empathy for others T6-Collaboration/Cooperation T7-Adaptability	E1-Completing academic tasks E2-Improve concentration E3-Improved participation E4-Improved Engagement E5-Independent work E6-Achieving success criteria E7-Finding Solutions E8-Hardwork E8-Resilience E9-Determination E10-Perseverance

Pupils can also earn recognition through demonstrating our KITE values (Kindness, Integrity, Teamwork, Excellence). Thus, becoming our Elysium Champions. (See Appendix 1- for breakdown)

How It Works:

- Daily tracking of PACE criteria for each pupil, once they attend the session. Teachers complete a
- Weekly virtual Praise Postcards emailed to parents/carers to celebrate success (where applicable).
- Half-Termly Rewards: Pupils who consistently meet at least the first four criteria are eligible for voucher rewards funded by the hospital.

7. Recognition and Rewards

We recognise and reward behaviour through:

- Verbal praise and positive feedback.
- Weekly personalised Praise Postcards to parents/carers.
- Weekly Certificates for Elysium Champions.
- Individualised recognition linked to pupils’ IEP (Individual Education Plan) goals.
- Access to the PACE Rewards at the end of each half-term (subject to criteria being met).

Reward will only be given when at least the four PACE criteria are consistently met.

8. Senior Leaders' Responsibilities

Senior Leaders at PBCS play a pivotal role in setting the tone, ensuring consistency, and embedding a culture of positive behaviour and high expectations across the school. Their responsibilities include:

- Ensure alignment of the behaviour policy with the therapeutic, safeguarding, and clinical approaches used in the hospital setting.
- Promote a whole-school culture of kindness, integrity, teamwork, and excellence.
- Consistently model the school's values and expected behaviours in all interactions.
- Promote emotionally intelligent leadership that is sensitive to pupils' mental health needs.
- Ensure all staff receive induction and ongoing CPD in trauma-informed practice, behaviour support strategies, and safeguarding.
- Support staff in understanding the relationship between mental health and behaviour.
- Monitor staff consistency in applying the PACE reward system and behaviour expectations.
- Provide coaching and support to staff managing challenging behaviour, ensuring emotional containment and wellbeing.
- Ensure transparent, regular communication with parents/carers regarding pupil behaviour and achievements (e.g. praise postcards).
- Promote positive partnerships with families that reinforce consistent expectations.
- Liaise with the multi-disciplinary team (MDT), including clinicians, social workers, and external agencies, to develop integrated behaviour support plans.
- Promote the inclusion and participation of all pupils in shaping the school's behaviour culture (e.g. through feedback or ward community meeting).
- Ensure the behaviour system recognises individual needs and is adaptable for pupils with specific challenges.
- Support reintegration and transition plans in collaboration with the MDT and external education providers.
- Lead the response to serious incidents or behavioural crises, ensuring that all safeguarding and clinical protocols are followed.
- Facilitate restorative conversations or reintegration meetings post-incident.
- Monitor trends in behaviour incidents and respond proactively to emerging concerns.
- Oversee the implementation of the PACE Reward System.
- Ensure fair and consistent recognition of effort and achievement across the school.
- Approve and coordinate the distribution of rewards, certificates, and vouchers (in collaboration with hospital funding processes).
- Report regularly to the Proprietor, Local Authority, or appropriate governance bodies on behaviour, safeguarding, and pupil wellbeing.
- Ensure the school remains compliant with all DfE guidance and Ofsted requirements related to behaviour and safety.

9. Staff/Teachers' Responsibilities

Teachers/Staff at Potters Bar Clinic School play a vital role in promoting positive behaviour, emotional safety, and academic engagement for pupils with complex social, emotional, and mental health needs. Their responsibilities reflect the school's values and therapeutic ethos.

All staff are expected to:

- Model the school's values and expectations at all times.
- Establish a safe, nurturing, and structured classroom atmosphere where pupils feel secure and valued.
- Consistently model the school's **KITE values**: Kindness, Integrity, Teamwork, and Excellence.
- Set clear, consistent expectations for behaviour, effort, and participation.
- Consistently apply the PACE system and behaviour expectations.
- Collaborate with the multidisciplinary team in understanding and supporting pupils.
- Complete weekly Praise Postcards and ensure timely communication with parents/carers.
- Contribute to IEP reviews and pastoral planning.
- Develop **trusting, respectful, and therapeutic relationships** with all pupils.
- Use a trauma-informed and relational approach to de-escalate potential behaviour challenges.
- Take time to understand each pupil's individual context, triggers, and strengths, including their clinical and educational background.
- Monitor and encourage pupil progress in the key PACE areas:
 - Punctuality
 - Attendance
 - Compliance (following instructions – first time, every time)
 - Effort (including attempting academic tasks)
- Recognise pupils who demonstrate the Elysium KITE values and strive to become Elysium Champions.
- Contribute to the fair and consistent application of the PACE reward system.
- Complete and send a virtual **weekly Praise Postcard** for each pupil where there is something to celebrate.
- Collaborate with SLT to ensure rewards are linked to genuine effort and achievement.
- Positively reinforce progress, however small, and acknowledge emotional, behavioural, and academic growth.
- Be aware of each pupil's Individual Education Plan (IEP) and risk assessments
- Adapt teaching methods and classroom responses to suit individual needs and mental health profiles.
- Liaise with clinical staff and SLT where behaviour concerns arise, ensuring a coordinated approach.
- Apply behaviour expectations **consistently, fairly, and calmly**, even in challenging circumstances.
- Maintain professional boundaries while showing empathy and emotional containment.
- Respond to all behaviour using the school's agreed therapeutic and relational strategies.
- Contribute to the **tracking of PACE data** and other relevant behaviour indicators.
- Report concerns promptly to the Senior Leadership Team and clinical colleagues when required.
- Maintain accurate records of behavioural incidents, praise, and communication with parents/carers.
- Participate in **multi-disciplinary discussions** about pupils' progress, wellbeing, and behavioural needs.
- Share insights and work closely with therapists, nurses, and clinicians to support emotional and behavioural regulation.
- Use restorative conversations to support pupils after incidents or conflict.
- Facilitate reconnection with learning and relationships through empathy and reflection.

- Promote pupil accountability without shame or punitive responses.
- Be vigilant to any signs of distress, dysregulation, or safeguarding concerns.
- Respond appropriately and in line with the school's **Safeguarding Policy** and training.
- Ensure that behavioural support enhances, not compromises, a pupil's emotional safety and dignity.

10. Responding to Challenging Behaviour

While we focus on recognising positive behaviour, we acknowledge that setbacks may occur. When they do, we:

- Use restorative conversations to reflect on incidents.
- Work with pupils to repair relationships and restore trust.
- Involve clinical teams where appropriate to ensure emotional and psychological needs are met.
- Document and monitor incidents in line with safeguarding and risk protocols.
- For reoccur negative behaviour that falls below our expectations, the young person will be asked to sign a behaviour contract, which is also shared with the ward. This contract sets clear behaviour expectations to support the pupil in:
 - Attending lessons and engaging in learning.
 - Following instructions from all staff, including senior leaders.
 - Interacting positively with peers and staff.
 - Minimising disruption to themselves and others.

(See Appendix 2 for Behaviour Contract)

11. Monitoring and Evaluation

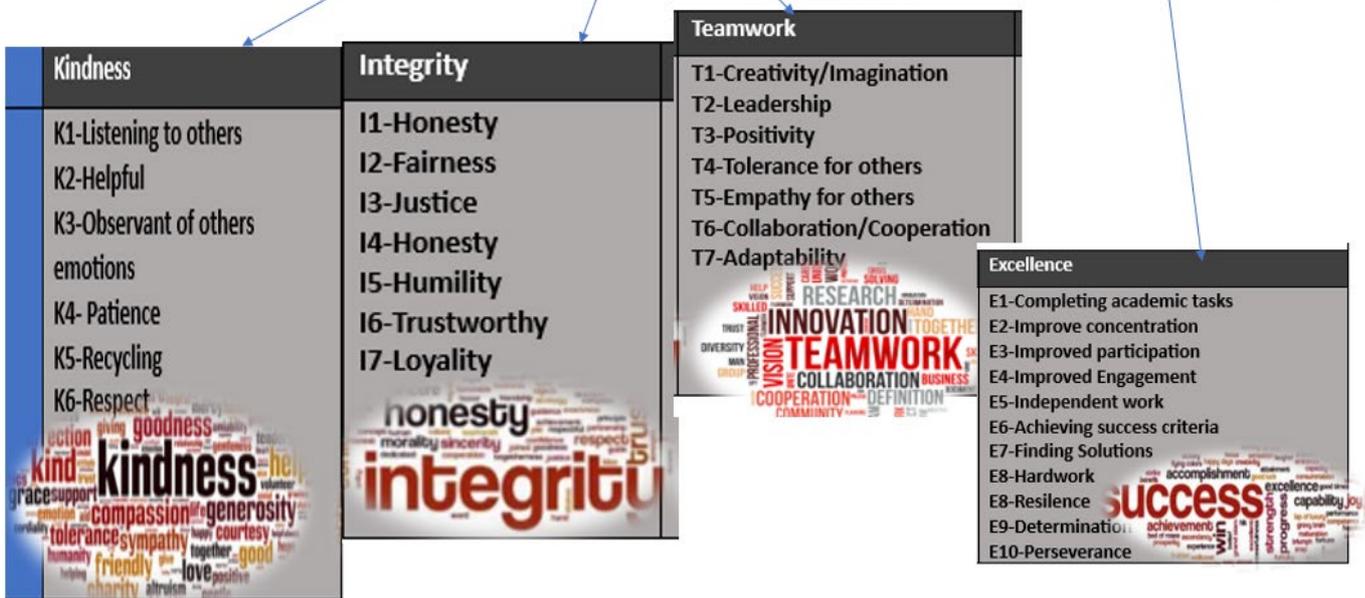
This policy is reviewed annually and monitored by the Headteacher in consultation with the multidisciplinary team. Data on behaviour, rewards, and engagement is used to evaluate the impact of the policy and inform improvements.

Conclusion

Positive behaviour at Potters Bar Clinic School is rooted in connection, consistency, compassion and clarity. By promoting the values of kindness, integrity, teamwork, and excellence, we support our young people to re-engage with learning and life, building the foundations for a brighter future.

Appendix 1- PACE-KITE Breakdown

P.A.C.E	Elysium Values-KITE			
	Kindness	Integrity	Teamwork	Excellence
Punctuality (P) Attendance (A) Compliance (C) Effort (E)	K1-Listening to others K2-Helpful K3-Observant of others emotions K4- Patience K5-Recycling K6-Respect	I1-Honesty I2-Fairness I3-Justice I4-Honesty I5-Humility I6-Trustworthy I7-Loyalty	T1-Creativity/Imagination T2-Leadership T3-Positivity T4-Tolerance for others T5-Empathy for others T6-Collaboration/Cooperation T7-Adaptability	E1-Completing academic tasks E2-Improve concentration E3-Improved participation E4-Improved Engagement E5-Independent work E6-Achieving success criteria E7-Finding Solutions E8-Hardwork E8-Resilience E9-Determination E10-Perseverance





Appendix 2- Behaviour Contract

Potters Bar Clinic School

Student Behaviour Expectations –

Pupil Name: _____

Date of Birth: _____

Date of Plan: _____

Key Teacher / “Keeping in Touch” Teacher: _____

Headteacher: _____

Purpose

This plan sets clear behaviour expectations to support the pupil in:

- Attending lessons and engaging in learning.
- Following instructions from all staff, including senior leaders.
- Interacting positively with peers and staff.
- Minimising disruption to themselves and others.

Behaviour Expectations

1. Attendance & Engagement

- o Attend all scheduled lessons and school sessions.
- o Remain in class unless a time-out break is required
- o Participate in activities as best as possible.
- o Seek support from the Key Teacher/Keeping in Touch Teacher if struggling to engage.
- o Only go into rooms where there is a teacher. Exception: You can go into the Art room if you are getting drinking water (maximum time: 2 minutes).

2. Following Instructions

- o Respond respectfully to all staff instructions, including the headteacher.
- o Complete tasks or follow routines without unnecessary delay or argument.
- o If instructed by a member of staff to return to the ward, you must comply.

3. Positive Peer Interactions

- o Avoid instigating or encouraging peers to misbehave.
- o Treat other pupils with respect.
- o Seek support if feeling frustrated with peers.

4. Communication & Self-Regulation

- o Use calm and respectful language.
- o Request help from staff instead of arguing or refusing instructions.
- o Use strategies provided by the key teacher to manage emotions.

5. Review and Monitoring

- Weekly meetings with Key Teacher to review progress.
- Behaviour upstairs in school will be monitored for two weeks
- Adjustments to support strategies if expectations are not being met.
- Communication with all relevant staff to ensure consistency.



Signatures

Pupil: _____

Key Teacher / Keeping in Touch Teacher: _____

Headteacher: _____

Parent / Carer (if applicable): _____

Review Date: _____