



Behaviour Policy

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1. Introduction

At Keys Group, we are committed to creating extraordinary days for every pupil by fostering a safe, nurturing, and therapeutic learning environment. Our pupils often come with complex needs, including emotional, behavioural, and social challenges, many having experienced exclusion from mainstream education. This policy outlines our trauma-informed, relationship-centred approach to supporting positive behaviour across our independent special schools.

2. Purpose and Scope

This policy applies to all staff, pupils, parents/carers, and stakeholders within Keys Group schools. It aims to:

- Promote positive relationships and high expectations of behaviour.
- Support pupils to develop self-regulation, responsibility, and social skills.
- Provide a clear framework for consistent, compassionate, and trauma-informed behaviour management.
- Ensure compliance with the OFSTED inspection framework and relevant legislation.

3. Our Approach

Trauma-Informed and Relational Practice

- All behaviour is communication. We seek to understand the underlying needs, including trauma, attachment, sensory processing, and executive function difficulties.
- We adopt the Keys Connect model, emphasising warmth, consistency, and predictability.
- Positive noticing and strength-based language underpin our daily interactions.
- Punitive sanctions that shame or isolate are avoided; natural, restorative consequences are preferred.
- A bespoke, engaging curriculum supports positive behaviour through meaningful learning.

4. Roles and Responsibilities

Pupils



- Understand and engage with behaviour expectations and support plans.
- Participate in reflecting on their behaviour and contribute to school culture.

Staff

- Model warmth, curiosity, and consistent boundaries.
- Use de-escalation and co-regulation techniques.
- Record behaviour incidents accurately and reflectively.

Parents/Carers

- Support the school's approach collaboratively and reinforce positive behaviour at home.
- Engage proactively with school communications and support plans.
- Parents and carers will be actively involved in reviews to ensure consistency between home and school environments.

Leadership

- Maintain visible, approachable leadership.
- Promote and monitor a positive behaviour culture.
- Ensure staff receive ongoing training in trauma-informed practice and behaviour support.
- A consistent behaviour management approach will be maintained across all Keys Group schools, with flexibility to adapt to the specific needs of each school community.

5. Reduced Anxiety Management Plans (RAMPs)

- RAMPs are personalised documents that guide staff on proactive strategies and responses to behaviour escalation.
- Developed collaboratively with multi-disciplinary teams and regularly reviewed.
- All pupils with SEND have Pupil Support Plans (PSPs) which complement Reduced Anxiety Management Plans, ensuring a holistic approach to learning and behaviour.

6. Managing Behaviour Incidents

- Use calm, consistent, and least restrictive responses.
- Follow a graded approach: understanding, early intervention, time-out with support, restorative conversations.
- Record all incidents in ARBOR or RADAR systems, with analysis to inform practice improvements.

7. Restrictive Physical Interventions



- Physical intervention is a last resort, used only to keep pupils and staff safe.
- Staff are trained in approved techniques and all incidents are recorded and reviewed.
- The goal is a gradual reduction towards zero restraint.

8. Post-Incident Support and Restorative Practice

- Pupils receive support to reflect, regulate, and repair relationships.
- Staff debriefs support wellbeing and professional practice development.

9. Behaviour Beyond School

- The school may address behaviour outside school that impacts the school community or reputation, in line with statutory guidance.

10. Training and Development

- All staff receive induction and ongoing training in trauma-informed practice, Keys Connect, and Team Teach for physical intervention.
- Additional training is provided based on pupil needs and school context.

11. Equality and Inclusion

- The policy promotes fairness and sensitivity to diversity in race, faith, gender, disability, and other protected characteristics.
- Concerns about disadvantage due to this policy should be raised with line management for action.
- Behaviour management will be supported by access to mental health and therapeutic services, recognising the complex emotional and social needs of pupils.

12. Data Driven Monitoring

- Behaviour incidents will be analysed by senior leaders to identify patterns and trends across pupil groups (SEND, vulnerable pupils, etc.). This data will guide targeted support and inform whole-school behaviour strategies.



Appendix A: School Specific Behaviour Approach

Overview

Each school within Keys Group should develop and maintain a clear, locally tailored behaviour approach that reflects the ethos of the group while meeting the unique needs of their pupils and community. This appendix should be completed by each school and reviewed annually.

Contents

1. School Values / Ethos Related to Behaviour

Our School Values – Moorlands View

At our school, we have chosen six core values - Exploration, Respect, Positivity, Resilience, Compassion, and Self-worth—to guide our pupils' learning, personal development, and school culture. These values align with the EPIC values of the Keys Group (Excellence, Passion, Integrity, and Caring) and are embedded in our curriculum, rewards system, and school community.

Each half-term, we focus on one value, reinforcing it through subject-based learning, additional points, assemblies, and awards. These values are essential in an SEMH setting, as they help pupils build the skills and mindset needed for success in school and beyond.

Exploration (Excellence & Passion) – We encourage curiosity and a love of learning, helping pupils develop independence and ambition. By exploring new ideas and experiences, pupils build problem-solving skills and a growth mindset.

Respect (Integrity & Caring) – Respect is key to fostering a safe and supportive school environment. By valuing themselves and others, pupils learn responsibility, empathy, and how to build positive relationships with others.

Positivity (Passion & Caring) – A positive attitude helps pupils overcome challenges and stay motivated. Encouraging optimism and self-belief supports emotional well-being and helps pupils approach learning with enthusiasm.

Resilience (Excellence & Integrity) – Many of our pupils face personal challenges, so resilience is vital. Learning to bounce back from difficult events, manage emotions, and keep trying supports their personal and academic success.

Compassion (Caring & Integrity) – Understanding and supporting others helps create a strong school community. Teaching compassion encourages kindness, teamwork and ensures our pupils grow into adults who are kind and contribute.

Self-worth (Excellence & Passion) – Many of our pupils struggle with low self-esteem. We want all pupils to value themselves believe in their abilities and have the confidence to express themselves, take on new challenges, and succeed in life.



By embedding these values across our curriculum and through rewards, we ensure they become an integral part of our school culture, helping pupils develop both academically and personally.

Curriculum

A values-led approach embeds and reinforces knowledge and skills across all subjects, ensuring that learning is both meaningful and holistic for our SEMH learners. By linking values such as resilience, respect, and confidence to academic content, pupils develop critical thinking, emotional intelligence, and problem-solving skills that prepare them for life beyond school. Our PSHE curriculum serves as the golden thread, weaving these values through every lesson, discussion, and activity, helping pupils apply them in real-world contexts. This approach not only supports pupil's academic and personal growth but also supports pupils into becoming responsible, compassionate individuals who can contribute positively to society.

School Life

Each half-term, we will focus on one core value, embedding it across learning and school activities to reinforce its importance. To encourage pupils to demonstrate and embody these values, we will award extra house points to those who show them in their learning, interactions, and personal development. A dedicated half-termly assembly will explore and explain the value in depth, helping pupils understand its significance and real-world applications.

We can link our SMSC days with our school values by choosing celebrations and awareness events that connect to each value, reinforcing their importance across the year. This approach deepens pupils' understanding and allows them to see how these values apply in broader social and cultural contexts.

Implementation

- Display values around the school (classrooms, hallways, websites).
- Ensure the curriculum is designed with clear links to the school's values, embedding them into lessons, discussions, and activities across subjects.
- Train staff to reinforce values in teaching and behaviour management.

2. Generic Behaviour Expectations and Routines

Moorlands View School



General Conduct

The school expects pupils to:

Follow reasonable instructions given by staff.

Be polite to all members of the school community and to all visitors to the school. Do not swear or use offensive language.

Always be ready to offer help to others, if necessary.

Attend all lessons and other school activities punctually and always arrive in good time for commitments, fully prepared.

Not spit or chew gum – chewing gum is not allowed.

Not disturb other classes.

Show respect for the school environment – keep it tidy, don't damage or disfigure the school premises, either inside or outside the buildings.

Show respect for the opinions and beliefs of others.

Report unacceptable behaviour.

In the classroom

Pupils should:

Respect the learning environment, including the work of others

Apply themselves to the best of their ability

Respect others who are at a different stage of learning

Respect others' opinions and attitudes

Complete classwork as requested and submit homework at the time requested

Appearance

School uniform is compulsory.

Primary - Green jumper, white t-shirt/white shirt, black/grey trousers/skirt (at an appropriate length), black shoes/footwear.

Secondary - Black jumper, white t-shirt/white shirt, black/grey trousers/skirt (at an appropriate length), black shoes/footwear.



Adjustments to this can be discussed with SLT and parents/carers where appropriate

Mobile technology

Mobile phones are not allowed.

However, the school accepts that personal mobile phones are often given to pupils, especially if they take public transport or require it for medical purposes. In this scenario, pupils must hand the phone in on arrival. At the end of the day the phone will be returned for the journey home.

Banned items

In order to maintain the good order and conduct within school and maintain a safe environment for pupils to live and learn the following items are banned from entering the school premises;

- Clothing that depicts association with, or symbolism of, extremist groups or hate messages of any type that are likely to cause offense to the protected characteristics under the Equality Act (2010) or promote any form of extremist ideology. Also, anything that links to illegal activities (such as weapon or drug paraphernalia). If you are in doubt, please contact school in advance.
- Weapons of any kind.
- Alcohol, illegal substances or legal highs of any kind.
- Electronic recording devices, including cameras attached to drones unless the property of the school.
- Pupil owned electric or motorised vehicles without specific prior consent from the Head teacher. (proof of ownership and insurance will be requested).
- Fireworks.
- Any stolen items.
- Pornographic paraphernalia or images.

Rewards

Our rewards are based on a weekly points system, where daily points are accumulated and totalled each Friday.



Each pupil can earn 50 points a day based on attendance, punctuality, behaviour, homework, classwork and break times.

Negative behaviours can result in a loss of points, but points can be earned back if restorative work is completed by the pupil.

Where possible, we encourage pupils to fill out their own points with honesty and in discussion with the teacher. This is to develop skills in reflection and accountability.

As well as our internal points system, staff are expected to submit positive and negative behaviour incidents on Arbor. This works alongside the internal points system.

We have a ladder system whereby each student has to reach the 20th step on there to achieve an agreed reward. Once reached, an agreed award is put in place.

On a Friday afternoon, enrichment is coordinated for all pupils to participate once any catch-up work is completed. Activities are planned and pupils have options based on their interests and preference.

Examples are:

Badminton, football, cooking, hair and beauty, cinema (in school), arts and crafts, Dodgeball, guitar, Xbox, board games, remote control cars, 3D figure painting.

Points thresholds are as follows:

A* - 225-250 points = 5 Steps

A = 224-200 = 4 steps

B = 199 – 175 = 3 steps

C = 174 – 150 = 2 steps

D = 149 or below = 1 step

Example Points sheet

Name: _____

Date: _____

		Monday	Tuesday	Wednesday	Thursday	Friday
Check-in	2					
Lesson	5					
Lesson	5					
Break	5					



Mindfulness	2					
DEAR Time	3					
Lesson	5					
Lunch	5					
Sensory break	2					
Afternoon lesson	5					
Mindfulness	2					
Afternoon lesson	5					
Check-out	2					
Target	2					
TOTAL						

My target this week is

This week I earned

1. Explore new ideas and challenge myself.
2. Show resilience.
3. Believe in myself and take pride in what I can do.
4. Show respect in my words and actions.
5. Be kind, helpful, and bring a positive attitude to the lesson.

4. Support Networks and Roles



Pastoral Lead – Roxanne Askew

SENCO role – Hannah Mellors

DSL – Roxanne Askew

5. Links to External Support

Clinical team and specialist services:

Working closely with the clinical team - including Educational Psychologists, SALTs, OTs, SIB, and harmful sexual behaviour specialists - greatly strengthens behaviour support at Moorlands View School. The multidisciplinary approach ensures that behaviour is understood through the lens of underlying need rather than seen in isolation. Clinical professionals provide assessments, therapeutic insights and evidence-based recommendations that inform PSP/RAMP strategies, intervention plans and classroom strategies. For example, the SALT supports with communication difficulties that may lead to frustration or behavioural outbursts and training; EPs contribute to psychological understanding, evidence-based strategies and trauma-informed approaches; and the HSB specialist guides safe practice, risk reduction and advises on targeted intervention programmes. By integrating this expertise into everyday practice, the school can implement consistent strategies that reduce anxiety, increase emotional regulation and promote positive behaviour. This collaborative ensures that pupils receive coordinated, holistic support that addresses both their SEMH and learning needs, enabling them to feel safe, understood and better able to engage with their education.

Appendix B: Restorative Practice Guidance and Tools

Purpose

To support staff in implementing restorative approaches that repair harm, rebuild relationships, and promote accountability.

1. Principles of Restorative Practice

- Focus on understanding the impact of behaviour on others.
- Encourage pupils to take responsibility and make amends.
- Promote empathy and positive communication.

2. Restorative Conversation Structure

- Opening: Set a calm, respectful tone.
- Exploration: Ask questions such as:
 - What happened?
 - What were you thinking/feeling at the time?



- Who has been affected and how?
- What needs to happen to make things right?
- Agreement: Agree on actions to repair harm and prevent recurrence.
- Closure: End positively, affirming commitment to improvement.

Appendix C: Staff Roles and Responsibilities in Behaviour Management

Summary of Key Roles

Role	Responsibilities
Classroom Teacher	Implement behaviour expectations, deliver curriculum adaptations, record incidents, liaise with parents/carers.
Teaching Assistants	Support pupils' behaviour and learning, implement RAMPs and PSPs, assist with de-escalation.
Pastoral Lead	Coordinate behaviour support, liaise with families, monitor behaviour trends.
SENCO	Oversee SEND provision, coordinate plans, advise staff on strategies. Link in with clinical team.
Safeguarding Lead	Monitor safeguarding concerns linked to behaviour, manage referrals.
Senior Leadership Team	Provide visible leadership, support staff, make decisions on exclusions, monitor policy implementation.

Appendix D: Positive Behaviour Support (PBS) Strategies and Interventions

Key Strategies

- Use of visual timetables and clear routines.
- Sensory regulation tools and sensory breaks.
- Environmental modifications (e.g., calm rooms, seating arrangements).
- Teaching social and emotional skills.
- Use of incentives and positive reinforcement tailored to the pupil.
- Collaborative problem-solving approaches (e.g. staff supervision)



Appendix E: Safeguarding and Behaviour – Indicators and Procedures

Key Points

- Behavioural changes can indicate safeguarding concerns such as abuse, neglect, or exploitation.
- Staff must be vigilant for early signs and report concerns promptly using the school's safeguarding procedures.
- All behaviour incidents should be considered within the safeguarding context.
- Close liaison between behaviour and safeguarding leads is essential.

Appendix F: Monitoring and Evaluation Framework for Behaviour

Tools and Processes

- Behaviour incident tracking dashboard on ARBOR.
- Regular analysis by Pastoral Lead to identify trends.
- Reporting schedule (e.g., termly reports to governors).
- Use data to inform training, policy review, and intervention adjustments.