Behaviour Policy

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Issue Number	006	Author	James Madine
School	Rivacre Brook	Approver	Jo Sharpe
Headteacher	Caroline McPoland	**Regional Executive Headteacher/ Regional Director**	Steven Pegrum / David Joy

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 behaviour support planning and 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. Student Support Plans (SSPs)

- SSPs are personalised documents that guide staff on proactive strategies and responses to behaviour escalation.

- Developed collaboratively with multi-disciplinary teams and regularly reviewed.

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 systematically recorded and analysed by senior leaders to identify patterns and trends across pupil groups (SEND, vulnerable pupils, etc.). This data will guide targeted interventions 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

- The core values that underpin our behaviour expectations are respect, kindness, responsibility.

- These values are embedded in daily school life and relationships. We use FOCUS strategies (Follow instructions first time, Organised and ready for learning, Communicate respectfully, Use strategies to complete tasks, Sit up, listen and engage). Student receive 1 point for each of aspect of FOCUS in each lesson throughout the day.

2. Generic Behaviour Expectations and Routines

- Students are expected to

  o Attend school daily using school uniform.

  o Be respectful to other students and members of staff.

  o Engage in lessons and activities

- Our school day is centred around routines that promote consistency.

  o Starting time is 9am

  o Breakfast club and interventions are until 9.30am.

  o There 2 lessons of 30 minutes until 10.30am.

  o 10 minute break – we aim to spend this outside (weather permitting).

  o Between 10.40am and 12.10pm there are 3 more lessons of 30 minutes each.

  o Lunch break between 12.10pm and 12.40pm.

  o In the afternoon, students have 3 lessons of 30 minutes each.

  o And at the end of the day, we have 20 minutes of tutor time.

  o School day finishes at 2.40 pm.

3. Recognition, Reward, and Point System

  o Students get 5 points per lesson, 1 point for each of the FOCUS strategies. There is a maximum of 50 points a day.

o If a students receives:

- 180+ points, they are in gold reward so they can choose between going in an activity on the Friday afternoon or doing a job in the school (for instance washing a car, acting as a TA to support younger students, walking Dalton) for £5 which added to their end of term reward money.

- between 150 and 179 points - they can choose between sweets/chocolate bar or to do a job for £3.

- less than 150 points - students stay on site on the Friday afternoon and there are different activities they can do such play bingo, arts & crafts, meditation, playing on consoles.

o Also, students can get up to £5 a week depending on the amount of daily points they get.

o As school we reward the positive behaviour of the students and we do not penalise wrong behaviour choices; we put natural consequences in place so students can recognise when their behaviour was not appropriate.

4. Support Networks and Roles

- Key pastoral and behaviour support roles within the school.

  o Behaviour manager – Pio Villar Sevillano (Deputy Head)

  Role: Supervise the behaviour of the school and manage the key staff who manage the behaviour and welfare of pupils. Make sure all students have an individual risk assessment and they are up to date. Identify trends and patterns in behaviour and employ strategies to address them.

  o Pastoral Lead – Stacie Madine

  Role: 1 to 1 sessions/interventions to discuss with each student to discuss their behaviour, to find out what strategies work for each of them and to update student support plan and risk assessment when needed. Liaise with parents and overcome barriers to learning. Support with wellbeing and social skills.

  o SENCO – Stacey Watret

  Role: to make sure all of the student support plans are up to date. To communicate with parents and other agencies. To support staff and students to utilise strategies to support the needs of the cohort and to delivery training as required. To ensure students are able to access the learning they require to move on to their desired next steps.

  o Safeguarding Lead – Sally Connah.

  Role: 1 to 1 sessions/ interventions with students about safeguarding issues. To communicate with parents and other agencies. To ensure accurate reporting of safeguarding incidents, identify trends within them and work with SLT to address

them. Point of contact for all students / families / staff concerned about the safety or welfare of a student.

5. Links to External Support

- Local or specialist agencies and services that the school work with include, but are not limited to, Educational Psychologists, SALT, OT (Keys group - clinical team) CAMHS, social care, community police, Barnardos, Youth Justice, Family Outreach.

- Rivacre Brook School works with the agencies and students' parents/carers to collect as much information as possible so we can create the student support plan and risk assessments before student join the school. School carries on working with the different agencies and parents/carers to have updates of any changes in family circumstances to make sure strategies/approaches we use for each student are the right ones. We offer a space outside of the home where professionals can meet with students to conduct direct work if required. We also support students to attend meetings with specialist agencies and services by helping them manage their anxieties and reluctance to trust new people.

Appendix B: Student Support Plan (SSP) Template

Purpose

The Student Support Plan is a personalised document to help staff understand, anticipate, and respond consistently to a pupil's behaviour. It has been be developed collaboratively with input from the pupil, family, and professionals, and reviewed regularly.

NAME:						
Date of Birth:			Pupil Support Plan			
Year 8	Image	Class	Form Tutor	Date of Plan	Review Date	Plan Version
						1
SEN Area of Need		I would like you to know:		I find these things difficult:		
Cognition and Learning						
Communication and Interaction						
Social, Emotional and Mental Health						
Sensory / Physical						
Summary of SEN Need						

It would support me if you could:	I will support myself by:

Additional support provided:	Future Aspirations:

Cognition and Learning Targets (from EHC Plan)				
Targets	Non-Negotiables	Strategies	Outcome/Targets met (date)	
1	EHCP Outcome:	•			Comments
	Measurable Target:				

Communication and Interaction Targets (from EHC plan)				
Targets	Non-Negotiables	Strategies	Outcome/Targets met (date)	
1	EHCP Outcome:	•	•		Comments
	Measurable Target:				

Social, Emotional and Mental Health Targets (from EHC plan)				
Targets	Non-Negotiables	Strategies	Outcome/Targets met (date)	
1	EHCP Outcome:	•	•		Comments
	Measurable Target:				
2	EHCP Outcome:				Comments
	Measurable Target:				

Physical and Sensory Targets (from EHC plan)				
Targets	Non-Negotiables	Strategies	Outcome/Targets met (date)	
1	EHCP Outcome:	•			Comments
	Measurable Target:				

Pupil signature:	Class teacher signature:	Parent/Carer signature:
Date:	Date:	Date:

Appendix C: Graduated Approach to Supporting Pupils (Assess, Plan, Do, Review)

Overview

This appendix outlines the graduated approach recommended by the EEF for supporting pupils with SEND and complex needs, ensuring ongoing, holistic understanding and responsive teaching.

1. Assess

- Conduct regular, purposeful assessments of the pupil's learning and behavioural needs.

- Gather information from multiple sources including pupil voice, parents/carers, specialist professionals, and school staff.

- Use a variety of assessment tools appropriate to the pupil's needs.

2. Plan

- Develop personalised plans based on assessment data, setting clear, measurable objectives.

- Plans should include teaching strategies, support arrangements, and any necessary adaptations.

- Involve pupils and parents/carers in planning.

3. Do

- Implement the plan consistently, ensuring staff are informed and trained as needed.

- Use flexible and adaptive teaching approaches to meet the pupil's evolving needs.

4. Review

- Regularly evaluate the effectiveness of the plan through progress monitoring and feedback.

- Adjust plans based on outcomes and new information.

- Ensure communication with all stakeholders.

Appendix D: 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:

    o What was happening before the incident and what happened during it?

    o What were you thinking/feeling at the time?

    o Who has been affected and how?

    o How do you feel about it now?

    o What strategies could you use to make things right next time?

- Agreement: Agree on actions to repair harm and prevent recurrence.

- Closure: End positively, affirming commitment to improvement.

3. Templates and Tools

- Restorative conversation notes on Arbor.

- Briefing after physical intervention for students form

- Briefing after physical intervention for staff form.

Appendix E: 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 BSPs, assist with de-escalation.
Pastoral Lead	Coordinate behaviour support, liaise with families, monitor behaviour trends.
SENCO	Oversee SEND provision, coordinate assessments and plans, advise staff on strategies.
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 F: Positive Behaviour Support (PBS) Strategies and Interventions

Key Strategies

- Use of visual schedules and clear routines (Visual timetables, now and next, word banks)

- Sensory regulation tools and sensory breaks.

- Environmental modifications (quiet zones such as the sensory room, the library and the Zen Den)

- Teaching social and emotional skills explicitly.

- Use of incentives and positive reinforcement tailored to the pupil (Individual rewards).

- Collaborative problem-solving approaches.

Appendix G: 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. (Weekly meeting with Pastoral Lead, DSL, Deputy Headteacher and Headteacher on Mondays and weekly SLT meeting on Tuesdays).

Appendix H: Example Training and Professional Development Log

Date	Training Title	Staff Attendees	Trainer	Notes/Outcomes

- Include mandatory sessions on trauma-informed practice, Keys Connect, PBS, Team Teach, safeguarding updates.

- Record additional specialist training as needed.

Appendix I: Monitoring and Evaluation Framework for Behaviour

Tools and Processes

- Behaviour incident tracking dashboard on ARBOR.

- Regular analysis by leadership to identify trends by pupil group (Weekly SLT meeting).

- Staff and pupil surveys on behaviour culture.

- Reporting schedule (Monthly reports to governors, weekly report for SLT meeting).

- Use data to inform training, policy review, and intervention adjustments.