



Behaviour Policy

Policy Number	EDE/POL/027	Issue Date	01/09/2025
Issue Number	006	Author	James Madine
School	Broadwood School	Approver	Jo Sharpe
Headteacher	William Monteith	Regional Executive Headteacher/ Regional Director	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, reflective and restorative consequences are preferred. During a restorative consequence pupils will be provided with an opportunity to reflect upon their behaviours, it examines the necessary steps to repair harm and prevent future occurrences, fostering a deeper sense of community and mutual respect. Reflection and restorative sessions may take place at the end of the school day at 2.30pm.
- 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. Pupil Behaviour Support Plans (PBHP)

- PBHP 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 Individual Education Plans (IEPs) which complement Behaviour Support 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.
- Reflective and Restorative Practice sessions may take place to help pupils reflect on their behaviours and restore 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

At Broadwood School our core values are – Respect, Positivity, Resilience, Personal Development and Empathy. 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.

Respect – 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 – 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 – Many of our pupils face personal challenges, so resilience is vital. Learning to bounce back from difficult events in their young lives, manage emotions safely, and keep trying supports their personal and academic success.

Personal Development – As a school our aim is to support our pupils to grow as individuals, not just academically. We focus on shaping skills, and attitudes that support lifelong success. Helping our pupils to understand their strengths, emotions and broadening interests is fundamental to us as a school.

Empathy – Empathy is key in helping our pupils respect differences, reduce bullying and build a safe, supportive environment where everyone feels valued. Empathy helps pupils to build a safe, supportive environment where everyone feels valued.

Our values are embedded throughout the curriculum and openly discussed within everyday discussions with pupils in school. Our PSHE curriculum alongside our enrichment programme provides pupils with opportunities to develop positive relationships as well as develop personal development opportunities.

2. Behaviour Expectations and Routines

General Conduct

Broadwood 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 to 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

Mobile technology

Mobile phones are not allowed. However, the school accepts that personal mobile phones are often given to pupils, especially if they use taxis to transport them to school 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

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.



3. Recognition, Reward, and Point System

- A points system will be used which recognises the efforts displayed by all pupils for all lessons as well as during break times and encourages a positive behaviour and attitude as well as completing tasks to the best of pupil abilities.
- A maximum of 3 points can be achieved by all pupils for displaying a positive behaviour and attitude towards their learning which includes: Respect towards other pupils and staff and following classroom expectations which are displayed in each classroom. A maximum of 3 points are also available to all pupils for completing tasks to the best of an individual's ability.
- Pupils who regularly achieve the maximum points will go onto achieve a Gold award which will provide the opportunity to attend an offsite activity each Friday afternoon. Pupils who regularly achieve 2 points will also have the opportunity to choose an onsite activity. Pupils who regularly achieve 1 point for each lesson will take part in activities on the school site.
- Certificates will be provided each week to pupils who have achieved 100% attendance to school for that week. Half termly reward trips will be provided for pupils on 100% attendance to school.

4. Support Networks and Roles

- Positive behaviours at Broadwood School will be universally encouraged by all school staff. In addition, specific staff roles within the school such as the SENCO, Pastoral Lead, Designated Safeguarding Lead and the Deputy Headteacher for Behaviour and Attitudes will promote positive behaviours through their deep understanding of pupils needs.

5. Links to External Support

Specialist agencies and services that Broadwood School works with include:

- Educational Psychologist - Shona Cameron
- SALT – Jessica O'Brien
- Play therapist - Eleanor McKone
- Occupational therapist – Hannah Webb
- CAMHS can be accessed through the relevant local authority named within an EHCP
- Social care can be accessed through the relevant local authority named within an EHCP



Appendix B: Positive Behaviour Handling Plan (PBHP) Template

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

Profile

Preferred name:

My Story	Date of Birth (Age):	Date:	Important to me - likes and interests
	Class/House:	Class	
	NC Year:		
	Admission Date:		
	Profile updated on:		
	Profile updated by:		
Important, safe and trusted adults			Dislikes and triggers
Behaviours of concern	Health conditions and diagnoses	Effective de-escalation strategies	



Zones of Regulation

	When I'm in the blue zone, I...	When I'm in the green zone, I...	When I'm in the yellow zone, I...	When I'm in the red zone, I...
General description of behaviours				
	To help me out, I need....	To maintain this, I need...	To help me out, I need...	To help me out, I need...
General strategies for support				
Frequency/ Duration				



Behaviour Support Plan

Date of birth (age):		Class/House:	
Date plan was first created:		Created by:	
Date plan was reviewed/updated:		Reviewed by:	

This document is monitored by and will be reviewed after every significant event or termly.

Strengths, qualities and skills	Areas of difficulty and (unmet) need

Specific behaviour(s) of focus	Function(s) ¹ and maintaining consequences of behaviour

¹ **Functions of behaviour:** Reduce experience of pain or relief from 'internal' discomfort, Attention or interaction, Escape from demands, Tangible reasons, Sensory or stimulation



Targets for the next behaviour support plan review – How are we seeking to improve pupil quality of life?
 How can we alter the environment, alter our behaviour, teach less harmful alternatives or teach new skills or ways of communicating?

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focussed, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

	Formal/structured times of day e.g., lessons, meetings etc.	Less structured times of day e.g., transitions, social time etc.	Offsite e.g., journeys to/from school, trips, activities and public transport
What do I look (and sound) like? Observable, measurable behaviours			
What am I telling you?	<i>I am focussed</i>	<i>I am happy</i>	<i>I feel safe</i>
What can you and I do to help me stay in the green zone? (Dos and Don'ts)			

Proactive strategies – What can we do to prevent behaviours of concern occurring?

Primary preventative strategies are those conditions that, if in place, should reduce the need for behaviours of concern to occur.



The **Yellow Zone** is used to describe a heightened state of alertness and elevated emotions; however, one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

	Stages of Crisis: Level 1		Stages of Crisis: Level 2
	Stress Factors	Anxious/Agitated	Disruptive
What do I look (and sound) like? Observable, measurable behaviours			
What am I telling you?	Understand me	Something is wrong	Pay attention
What can you and I do to help? (Dos and Don'ts)			
<p>Secondary prevention strategies are used when a child begins to show signs they may engage in behaviours of concern. The aim of secondary prevention is to stop incidents progressing into full-blown episodes of challenging behaviour by intervening early.</p>			



The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

	Stages of Crisis: Level 2 <i>continued</i>	Stages of Crisis: Level 3	
	Destructive	Dangerous	Threat of Lethal
What do I look (and sound) like? Observable, measurable behaviours			
What am I telling you?	<i>Losing control</i>	<i>Lost control</i>	<i>Stop me!</i>
What can you and I do to help? (Dos and Don'ts)			

Reactive strategies provide clear guidance as to how to respond safely and efficiently to behaviours that cannot be prevented.



If I have been held			
	Stages of Crisis: Level 4	Stages of Crisis: Level 5	Stages of Crisis: Level 6
	Recovery	Depression	Follow-Up
What do I look (and sound) like? Observable, measurable behaviours			
What am I telling you?	<i>Oh no – things have gone wrong</i>	<i>I'm useless</i>	<i>Help me fix it</i>
What can you and I do to help? (Dos and Don'ts)			



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:
 - 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.

3. Templates and Tools

- Restorative conversation notes form.
- Pupil reflection sheets.
- Staff debrief checklist.



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.
- Sensory regulation tools and sensory breaks.
- Environmental modifications (e.g., quiet zones, seating arrangements).
- Teaching social and emotional skills explicitly.
- Use of incentives and positive reinforcement tailored to the pupil.
- 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.



Appendix H: 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 (SEND, vulnerable pupils etc).
- Staff and pupil surveys on behaviour culture.
- Reporting schedule (e.g., half-termly reports to governors).
- Use data to inform training, policy review, and intervention adjustments.