



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.

A trauma-informed behaviour strategy Heckington House School focuses on understanding how trauma affects students' actions and responses. The goal is to provide supportive, predictable, and restorative consequences that help students develop self-regulation skills rather than simply punishing them. The aim is to promote positive behaviour, self-regulation, and accountability while recognising the impact of past trauma on students' responses.

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 on Arbor.

Parents/Carers

- Support Heckington House 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. Behaviour Support Plans (BSPs)

- BSPs are personalised documents that guide staff on proactive strategies and responses to behaviour escalation.
- Developed collaboratively with multi-disciplinary teams and regularly reviewed.
- Pupils with SEND may have Individual Education Plans (IEPs) and/or risk assessments 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.
- Staff debriefs support wellbeing and professional practice development.

9. Behaviour Beyond School



- Heckington House School may address behaviour outside school that impacts the school's 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

At Heckington House School, our ethos is firmly rooted in trauma-informed, relationship based practice. We recognise that positive behaviour grows from emotional safety, consistent routines, and trusting relationships. Our behavioural expectations and responses are guided by the following core values:

Safety, Regulation, Respect, Responsibility and Repair

These five principles shape how pupils, staff and the wider community interact. They promote self-awareness, accountability, and the building of secure relationships.

• Emotional and Physical Safety

We prioritise creating calm, predictable environments where pupils feel protected, valued and understood. Staff model emotional regulation and use approaches that avoid escalation.

• Predictability

Clear routines, consistent expectations and confident adult responses reduce anxiety and support pupils who may struggle with uncertainty, transitions or changes.

• Understanding Behaviour as Communication

We view behaviour, especially dysregulation as an expression of unmet need, stress, or emotional overwhelm. Staff respond with curiosity, attunement and empathy; seeking to understand the underlying cause rather than focusing solely on the behaviour itself.

• Restorative Practice

When harm occurs, we support pupils to reflect, repair relationships and rebuild trust. Restorative conversations and supportive consequences help children learn skills for emotional regulation, problem-solving and future success.



Our Values in Practice

Heckington House's core values Safety, Regulation, Respect, Responsibility and Repair are woven into every aspect of school life. Staff use consistent, trauma informed approaches so that pupils experience predictable, supportive interactions from the moment they arrive to the moment they leave.

1. Safety: Creating a calm and predictable environment

Morning arrival

- Staff greet pupils individually, offering co-regulation through calm tone, attuned body language, and positive connection.
- Predictable routines (breakfast, check-ins, quiet spaces) help reduce morning anxiety.

In lessons

- Clear expectations are discussed and taught explicitly.
- Safe spaces or regulation areas are available in each classroom.
- Staff use non-escalation strategies (low arousal, calm stance, low tone).

Throughout transitions

- Staff support movement between lessons, using warm verbal cues and predictable routines.
- Visual timetables and advance warnings are used for pupils who struggle with uncertainty.

2. Regulation: Supporting emotional and sensory needs all day

Before learning

- Morning wellbeing check ins help identify pupils who may need additional support.



- Staff use regulation walks, sensory circuits or movement breaks proactively.

During lessons

- Staff scaffold emotional regulation by modelling calm behaviour, offering choices, and using co-regulation phrases (I can see you're upset let's find a way through this together).
- Regulation tools (fidgets, timers, breathing strategies) are accessible.

During dysregulation

- Staff supporting students use calm and non-confrontational body language.
- Pupils are offered time out, movement, or quiet spaces and access to a key person where possible.

3. Respect: Modelling positive relationships

In every interaction

- Staff demonstrate respectful language, tone and body posture.
- We narrate and name respectful behaviour ("Thank you for showing respect by...") to reinforce expectations.

Peer relationships

- Staff coach pupils on conflict resolution, empathy and communication.
- Group activities offsite emphasise teamwork, listening and valuing others.

Community spaces

- Shared areas (dining room, corridors, outside areas) are supervised with a relational approach, using curiosity rather than confrontation.

4. Responsibility: Encouraging ownership of choices and actions

Academic responsibility

- Pupils are supported to attend learning, complete work and meet daily expectations with adult scaffolding.
- Staff reinforce responsibility with positive points and praise.



Behaviour responsibility

- Staff help pupils understand the impact of choices through reflective language (“What happened? Who was affected? What can you do next time?”).

5. Repair: Restoring relationships and learning after difficulty

After incidents

- Restorative conversations occur once the pupil is regulated, following school prompts.
- Pupils reflect on impact and rehearse replacement behaviours.

Restorative consequences

- Logical consequences support learning (revisiting expectations, practising repair behaviours, completing a reflection with pastoral staff).

Sanctions used a last resort

- Student behaviours are logged and tracked half termly to identify trends. Interventions and student meetings are issued to shape positive behaviours and educate students on how to shape challenging behaviours for the future. We want young people to develop confidence in applying reflective skills. We do this through modelling, scaffolding and acknowledging independence. As part of our tiered approach, fixed term exclusions are used in the event of extreme behaviours. We understand that exclusions damage positive relationships and hinder attachment.

Behaviour Type Name	Behaviour Type Name
Tier 2 - 60% missing from learning	Tier 2 - 60% missing from learning
Tier 2 - Physical communication behaviour towards staff	Tier 2 - Physical communication behaviour towards staff
Tier 2 - Refusing to be screened / searched.	Tier 2 - Refusing to be screened / searched.
Tier 2 - repeated defiance	Tier 2 - repeated defiance
Tier 2 - repeatedly refusing to hand phone in for the duration of the day.	Tier 2 - repeatedly refusing to hand phone in for the duration of the day.
Tier 2 - Swearing at staff / students	Tier 2 - Swearing at staff / students
Tier 2 - vaping in the building / vehicles	Tier 2 - vaping in the building / vehicles
Tier 1 - Low level - minor disruption	Tier 1 - Low level - minor disruption
Tier 1 - Low level - refusal to engage.	Tier 1 - Low level - refusal to engage.
Tier 1 - misuse of equipment / furniture	Tier 1 - misuse of equipment / furniture
Tier 1 - refusal to engage in learning	Tier 1 - refusal to engage in learning
Tier 1 - Swearing (.not directed at staff)	Tier 1 - Swearing (.not directed at staff)
Tier 1 - Vaping outside of the building	Tier 1 - Vaping outside of the building



Behaviour Level	Examples	Response	Consequences & Support
Tier 1: Low-Level Dysregulation	Talking out of turn, refusal to engage, minor disruption, swearing (not directed at staff), misuse of equipment/ furniture, vaping outside of the building.	<ol style="list-style-type: none"> 1. Verbal reminder (calm, neutral tone) 2. Use de-escalation techniques 3. Offer movement break or time-in 	<p>Logical Consequences: Restorative conversation, class-based strategies, teacher check-in / key person</p>
Tier 2: Moderate Dysregulation	Repeated defiance (continuous refusal to hand in phone), 60 % missing from lessons, swearing at staff, vaping in the building and vehicles,	<ol style="list-style-type: none"> 1. Remove audience 2. Allow safe space for regulation 3. Adult-led reflection 	<p>Restorative Consequences: Behaviour reflection sheet – pastoral team, restorative conversation, and time with the pastoral team. (For students who continuously vape and do not respond to weekly interventions with the pastoral team, after 6 weeks if we do not see a reduction or impact this will be escalated to tier 3 as RA would need to be reviewed.)</p>
Tier 3: High-Level Crisis Behaviour	Aggressive behaviour (verbal or physical threats including online), damaging property/ theft of property, risk-taking behaviour (e.g., climbing trees). Discriminatory language (9 protected) towards other peers / staff.	<ol style="list-style-type: none"> 1. Ensure immediate safety 2. Separate from the situation 3. Regulate before discussion 	<p>Protective Consequences: RTT, family involvement, individual risk assessment, Keys Specialist Support team referral, temporary alternative provision 2:30pm education.</p>
Tier 4: Severe or Dangerous Behaviour	Physical assault, persistent bullying, serious threats, high-risk behaviour, causing damage that poses a risk to others on more than one occasion), Continuous discriminatory language (9 protected) towards other peers / staff. Consumption onsite or supply of illegal substances / prohibited item. Police involvement.	<ol style="list-style-type: none"> 1. Immediate senior staff involvement 2. Safety plan developed 3. Multi-agency referral if needed 	<p>Formal Consequences: Internal/external suspension (with reintegration support), behaviour contract, crisis intervention plan, offsite provision</p>

Community repair

- Opportunities to make amends (helping tidy a classroom, apologising, joining a collaborative task) rebuild trust and reinforce belonging.

2. Behaviour Expectations and Routines

1. Be in the “*Right Place, Right Time*”

- Attend lessons promptly and remain in the learning environment unless supported by staff to regulate.
- Move calmly between spaces following staff guidance.
- Let staff know if you are struggling, dysregulated, or need a break.

2. Show Respect

- Use kind and appropriate language to peers and adults.
- Follow adult direction the first time where possible.
- Treat school property, equipment, and shared spaces with care.
- Respect personal space your own and others’.



3. Focus on Safety

- Make choices that keep yourself and others physically and emotionally safe.
- Use regulation spaces and tools appropriately.
- Share concerns with a trusted adult if something feels unsafe.

4. Use Regulation Strategies

- Engage with grounding, movement breaks, time out, or sensory tools when needed.
- Allow adults to support you when dysregulated.
- Participate in wellbeing, mentoring, and therapeutic activities as directed.

5. Take Responsibility

- Acknowledge your actions and their impact when ready and regulated.
- Try your best with classwork and participate in learning.
- Seek help when you need it emotionally or academically.
- Contribute positively to Heckington House School community (helping roles, respectful behaviour, attendance).

6. Engage in Repair

- Take part in restorative conversations after incidents.
- Make amends where possible (apologies, actions to repair harm).
- Work with staff to find better strategies for next time.

3. Recognition, Reward, and Point System

1. Points System

Pupils earn daily points for demonstrating Heckington House School values of Safety, Regulation, Respect, Responsibility and Repair. Examples include:

These points contribute to weekly rewards and whole-house celebrations.



Reasons/Attributes	Did not attend the lesson / learning Golden Ticket - I used regulation breaks appropriately; I completed all my work with no prompting and I went above and beyond with my manners and respect for others in the classroom. I've been in and out of the classroom and haven't tried the work, but I am not 60% missing. I've been in and out of the classroom but have tried the work, but I am not 60% missing. I've used regulation breaks appropriately and have completed some work, but I needed constant prompting. I've used regulations breaks appropriately and have completed all the work, but I needed some prompting.
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2. Golden Tickets

Awarded for exceptional moments of kindness, resilience, regulation, or positive contribution. Golden tickets can be exchanged in the reward shop or contribute to entry for reward events. Golden tickets are rewarded for right place and right time with completion of work going over and above.

3. Certificates and Recognition

- Termly attendance gift cards
- Positive postcards, phone calls and texts home
- HHS Shop and Bank – students earn 50p per golden ticket. Students can bank or spend their money teaching students about spending and saving
- Weekly and termly reward trips based on student voice
- Recognition of emotional effort, not just academic success

4. Support Networks and Roles

Deputy Head – oversees and looks after the school's mental health and wellbeing, pastoral team, interventions and personal development of students.



Pastoral Lead -Manage the admissions process, ensuring that incoming students are welcomed and supported from the outset. Oversee the house point system to promote positive behaviour, teamwork, and school spirit. Collect, analyse, and monitor behaviour data to identify trends and inform interventions. Work with pastoral staff to integrate new students into the school community smoothly. Develop individualised support plans that address both academic and emotional challenges. Provide data, monitor daily staff logging and insights on behavioural trends related to behaviour, helping to guide school-wide initiatives. Sharing of student strategies with the wider school team, monitoring the implementation and impact of the strategies to report back during weekly meetings.

Pastoral Team - The pastoral team offer a range of interventions, such as: Drawing and Talking therapy, educational interventions, physical regulation, SEND support, sensory circuits, family support, mental health and wellbeing support, Next Steps and emotional literacy.



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 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 Heckington House 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.