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 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.

- 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.

- 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

- State the core values that underpin behaviour expectations (e.g., respect, kindness, responsibility).

- Describe how these values are embedded in daily school life and relationships.

2. Generic Behaviour Expectations and Routines

- Outline the behaviour standards all pupils can expect and are expected to uphold.

- Include details of routines that promote consistency (e.g., start of day, transitions, breaks).

3. Recognition, Reward, and Point System

- Describe the reward systems in place (e.g., points, certificates, privileges).

- Explain how rewards are used to reinforce positive behaviour.

- Include any tiered or graduated reward schemes.

4. Support Networks and Roles

- List key pastoral and behaviour support roles within the school (e.g., Pastoral Lead, SENCO, Safeguarding Lead).

- Describe how these roles contribute to behaviour management and pupil support.

- Include contact details or referral processes if appropriate.

5. Links to External Support

- Identify local or specialist agencies and services that the school works with (e.g., Educational Psychologists, CAMHS, social care).

- Explain how these partnerships support pupils' behavioural and emotional needs.

Appendix B: Behaviour Support Plan (BSP) 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.

Section	Details
Pupil Name:	
Year & Form:	
Date of Last Review:	
Plan Author(s):	
School Values:	List relevant school values that guide this plan
Context: Understanding the Young Person's Story	Describe the pupil's background, experiences, and how these inform their behaviour
Strengths and Qualities:	What the pupil enjoys, their interests, strengths, and signs of resilience
Known Triggers:	Specific situations, environments, or interactions that may lead to challenging behaviour
Proactive Strategies:	Approaches to prevent behaviour escalation, including environmental adaptations and engagement techniques
Response Strategies:	How staff should respond to behaviour, including de-escalation and intervention techniques
Risk Assessments to be Read in Conjunction:	List any associated risk assessments relevant to this pupil
Targets:	Specific, positive behaviour targets for the pupil, framed as learning opportunities
Review Dates:	Schedule for regular review and updates of the BSP
Signatures:	Staff and, where appropriate, pupil and parent/carer signatures

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.