



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 a positive 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 Passports

- Pupil Passports 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 Passports which include our Behaviour Support Plans, ensuring a holistic approach to learning and behaviour. These are jointly monitored by our SENDCO and Pastoral Manager.

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 (Behaviour log) and/or RADAR (PI's & Accidents) 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

Following the Snow Hill School Code of Conduct students are expected to follow “The 5 R’s” – these are reflected in the School’s reward system.

Be Ready – Arrive to school and class on time and ready to get involved

Be Reflective – Take time to think about the things you have learnt and the great things you have done.

Be Responsible– Take ownership of your learning and your actions.

Be Resilient – keep trying your hardest.

Be Respectful – Treat others how you would like to be treated.

Staff should always be supporting pupils to be able to achieve the 5’s, below are some examples of how we do this.

- **Be Ready**
 - Staff help pupils prepare emotionally and physically for learning.
 - Check-ins, transition support, predictable routines.
 - Readiness is not assumed—it’s nurtured.
- **Be Reflective**
 - Staff reflect on triggers, responses, and what helped the pupil calm.
 - Pupils are gently supported to think about their feelings and choices when they are regulated.
 - The focus is on learning from moments—not blaming.
- **Be Responsible**
 - Responsibility is developed gradually and supported.
 - Pupils learn how their actions affect themselves and others, through guided conversations.
 - Staff take responsibility for creating safe, supportive interactions, especially in moments of crisis.
- **Be Resilient**
 - Pupils are supported with strategies to manage stress, frustration, or anxiety, as well as pride, embarrassment and honour.



- Triumphs are recognised and celebrated.
- Staff model resilience and offer calm reassurance during setbacks.

- **Be Respectful**

- Respect is shown through empathy-first interactions.
- Staff honour each child's story, sensory needs, communication style, and pace.
- Pupils learn respect through relationships where they are treated with dignity and kindness.

2. Generic Behaviour Expectations and Routines

- **Pupils can expect:**

- A calm, predictable environment where adults keep them safe.
- Clear routines, visual supports, and supportive language.
- Adults who help them regulate emotions and manage difficult moments.
- To be listened to, treated kindly, and valued as individuals.
- Adults who understand their needs and communicate with dignity.
- Adults who help them prepare for learning—emotionally, physically, and practically.
- Support if they feel unsure, dysregulated, or overwhelmed.
- Gentle guidance to understand the impact of their actions.
- Restorative, supportive conversations—not blame or shame.
- Encouragement when things are hard.
- Adults who notice effort and celebrate progress.
- Help to try again after difficulties.

- **Pupils are expected to:**

- Follow safety instructions from adults.
- Move around school calmly and safely.
- Use equipment appropriately.
- Use kind words and actions.
- Respect personal space, property, and school environments.
- Listen to adults and peers to the best of their ability.
- Try their best with learning tasks.
- Bring the equipment or resources they need (with adult support).
- Follow class routines that help everyone learn.
- Take responsibility for their actions as far as they are able.
- Help keep shared spaces tidy and welcoming.
- Work towards personal targets and agreed strategies.
- Keep trying, even when challenges arise.
- Use taught strategies (e.g., breathing, counting, asking for help).



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3. Recognition, Reward, and Point System

In every session, pupils can earn up to 10 points by showing the school's five Code of Conduct values. Each value is worth 2 points, but the way pupils demonstrate these values is adapted to their individual needs, as outlined in their Pupil Passport.

Values (2 Points Each – Adapted to the Individual)

- Be Ready – Prepared for learning based on what *that pupil* needs (e.g., support with transitions, sensory regulation, visual prompts).
- Be Reflective – Using personalised strategies to understand feelings, review choices, and try suggested improvements.
- Be Responsible – Meeting responsibilities that match their developmental level and SEN profile (e.g., following routines with support, using communication tools).
- Be Resilient – Showing persistence appropriate to their needs (e.g., returning to a task after a break, using coping strategies, accepting help).
- Be Respectful – Demonstrating respect in ways they can manage (e.g., using agreed communication methods, maintaining personal space with reminders, kind actions).

Scoring Within Each Session

- 0 points – Did not attempt the personalised expectation.
- 1 point – Met their personalised expectation at an appropriate/standard level.
- 2 points – Exceeded their personalised expectation with exceptional effort.

Personalisation Through the Pupil Passport

- Staff use the pupil's Pupil Passport to interpret what "Ready," "Reflective," "Responsible," "Resilient," and "Respectful" look like for that individual.
- Adjustments may include:
 - Visual or sensory supports
 - Communication aids
 - Reduced demands
 - Task scaffolding
 - Additional regulation time
 - Tailored behaviour or focus targets
- Scoring reflects effort and progress, not comparison to others.



4. Support Networks and 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.

5. Links to External and Internal Support

- **Educational Psychologists** – Assess learning and behavioural needs; provide strategies and guidance for personalised support.
- **CAMHS (Child and Adolescent Mental Health Services)** – Offer mental health assessments, therapy, and advice for pupils experiencing emotional or regulation difficulties.
- **Social Care** – Support families, safeguard pupils, and coordinate multi-agency plans.
- **Speech & Language Therapists** – Assist pupils with communication needs that may affect relationships or behaviour.
- **Occupational Therapists / Sensory Specialists** – Assess sensory needs and provide regulation strategies to support learning and wellbeing.
- **Behaviour Support Teams** – Advise on behaviour plans, de-escalation techniques, and specialist interventions.
- **School Nursing / Health Services** – Support pupils with medical needs that affect wellbeing or behaviour.
- **In-House Specialist Team** – Our dedicated internal team works alongside external agencies to provide targeted support, ensuring personalised interventions are effectively implemented within the school environment.
- **Family Support / Early Help** – Assist families with routines, parenting, and wider home pressures.

How These Partnerships Help Pupils

- Identify underlying causes of behaviour and emotional difficulties.
- Provide tailored plans and interventions matched to each pupil's SEN profile.
- Offer specialist therapeutic support for regulation, resilience, and mental health.



- Strengthen staff understanding and consistency through professional training.
- Improve coordination between home, school, and services.
- Ensure pupils are safe, supported, and able to access learning.



Appendix B: Pupil Passport

Purpose

The **Pupil Passport** is a personalised document designed to help staff understand a pupil's individual needs, anticipate potential triggers, and respond consistently to their behaviour. It ensures every adult working with the pupil uses the same approaches, language, and strategies.

The Passport is developed **collaboratively** with input from the pupil, their family, and relevant professionals. It is reviewed regularly to ensure it remains accurate, supportive, and aligned with the pupil's current needs.

The **Pupil Passport**, which contains all essential information about the pupil—including their strengths, needs, communication preferences, sensory profile, and agreed support strategies. Together, these documents give staff a clear and consistent understanding of how best to help the pupil succeed emotionally, socially, and academically.



Pupil Passport Summer and Autumn 2025

Name:		Date of birth:	YR:	Created	
					<input type="checkbox"/> Photo
Category	Details				
About Me					
My Strengths and interests	•				
My barriers to learning and difficulties	•				
Signs that I am struggling	•				
Actions to support me	•				
Strategies to help me with my learning in the classroom	•				
My hopes, dreams and aspirations for the future	•				
Independent skills (travel, self-care, shopping and access to community)	•				
What additional support do I need?	•				
Medication					



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: Example Training and Professional Development Log

Date	Training Title	Staff Attendees	Trainer	Notes/Outcomes

Training and Development

- **Mandatory Training:** All staff complete sessions on trauma-informed practice, Keys Connect, Positive Behaviour Support (PBS), Team Teach, and safeguarding updates.
- **Daily Briefings:** Staff receive updates and reminders through daily briefings, ensuring key practices and safety measures are reinforced.
- **Weekly Team Meetings:** Provide a forum for staff to discuss pupils, share strategies, and coordinate support.
- **Senior Leadership Team (SLT) Briefings/Meetings:** Held daily to review school priorities, staffing, and specialist needs.
- **Monthly Training Evenings:** Specialised training sessions led by SLT to develop staff skills in key areas of practice.
- **Team Teach Training:** Delivered on a need-basis and scheduled according to certification requirements and staff updates.
- **Additional Specialist Training:** Recorded and provided as required to meet the needs of pupils or specific roles.
- This is all recorded and monitored on the HRIS system.



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., termly reports to governors).
- Use data to inform training, policy review, and intervention adjustments.