



Behaviour Policy

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Issue Number	006	Author	James Madine
School	Acorns School	Approver	Jo Sharpe
Headteacher	Paula tankard	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, 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 Pupil passports 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

Acorns School

This is how we do it here

Inspired by Paul Dix's "When the Adults Change, Everything Changes" (2017)

At Acorns School, we believe that **positive behaviour is built on strong relationships, consistency, and a shared understanding of expectations**. We recognize that it is the **calm, consistent, and kind actions of adults** that create a safe and respectful school culture.

Our three core behaviour expectations are simple, clear, and apply to everyone in our community:

- **Ready** – We arrive prepared to learn, listen, and participate.
- **Respectful** – We show kindness in our words and actions to others and ourselves.
- **Safe** – We make choices that keep everyone physically and emotionally secure.

To reinforce this, we use **positive recognition boards** in classrooms and communal spaces. These boards highlight pupils who consistently meet or go above and beyond our expectations. The focus is not on reward but on **acknowledgement, inclusion, and celebrating effort**. The boards reset regularly to give every child a fresh opportunity to succeed. We also believe in sharing your child's achievements with parents and carers. Children will bring home praise notes and certificates, and we will make positive phone calls home when pupils have gone above and beyond in their learning, or with their engagement in school life.

Our values of ready, respectful and safe are not rules to enforce with punishment but **principles to model, teach, and revisit**. When behaviour falls short, we respond with **empathy and consistency**, not judgment. We focus on **restoring relationships, re-establishing expectations**, and helping each student re-engage positively with learning. We engage pupils in **restorative conversations**, guided reflection, and a chance to repair and return. Every child is treated with dignity and given the chance to learn from mistakes.

We believe in **consistency without confrontation**. Every adult is expected to respond in a calm and measured way, upholding the same expectations while recognizing the individuality and needs of each child. We avoid shouting, shaming, or humiliating. Instead, we use **relational practice, predictable routines, and restorative conversations** to guide children toward better choices.

By leading with compassion, clarity, and fairness, we create a culture where students feel **valued, secure, and empowered** to succeed. We believe that **praise, relationships, and consistency, applied by every adult, create the conditions for great behaviour**. Our approach helps children feel safe, respected, and motivated to do their best.

Acorns Reward System

To encourage our pupils to try their best every lesson, we have a simple points system based on our values:

Attend the whole lesson
Classroom conduct for safety
Organised and ready to learn
Respectful communication
New learning acquired

During assembly time on Friday, points are calculated then spent or saved.

Pupils can spend their points on a variety of different rewards that include tuck shop items, fitness and craft equipment, and vouchers. They can also choose to donate food to a local food bank, or donate to a charity of their choice that school will match. The points system enables pupils to experience a sense of achievement, offers them a chance to help other people, and enables us to monitor and support pupils who may find some aspects of school life challenging.

Additional support

All our pupils have a BSP (behaviour support plan) which has been written by their class teacher and teaching assistant, the adults who know them best. This details the individualised support our young person needs to be successful in school and the community.

Additional support is available from our SENCO and pastoral staff on each site. Our SENCOs contribute to Pupil Passports and ensure that pupil's individual SEN needs are being met in class and throughout school. Our SENCOs also liaise with our company EP, SALT and OT services. These services consult with school on a regular basis and provide advice and strategies for school staff to meet the needs of our young people.

Our Pastoral Managers and Assistant Head for Pastoral and Behaviour work closely with pupils and families to build strong relationships and support networks for families in need. They work closely with our DSL who ensures that safeguarding is a priority throughout school. Our support staff deliver CPD and work closely with teaching staff to ensure our pupils remain at the heart of our practice.

Non-negotiables

To adhere to our school ethos of ready, respectful, safe, there are some non-negotiables for pupils:

Mobile phones

Mobile phones are not allowed during the school day.

The school accepts that personal mobile phones are often given to pupils, especially if they take public transport or require it for medical purposes. In this scenario, pupils must hand the phone in on arrival at school. At the end of the day the phone will be returned for the journey home. If a pupil feels unable to comply with this, there is a set of procedures in place that are shared with pupils and parents.

Banned items

To maintain good order and conduct in school and maintain a safe environment for pupils to live and learn the following items are banned:

- Weapons of any kind
- Alcohol, drugs or illegal substances of any kind
- Electronic recording devices, including cameras attached to drones unless the property of the school
- Fireworks.
- Any stolen items
- Pornographic paraphernalia or images
- 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)

Support Networks and Roles

- Key pastoral and behaviour support roles within the school –
Simone Stopford
Molly McCann
Liam Morrison
Naomi Mitchell
Rianne Braisdell
Roxanne O’Gorman
Hayley Chapman
- If staff need any support with behaviour they are to seek advice from any member of the SLT or pastoral teams.

Links to External Support

Keys therapy teams are available to support all pupils in Keys schools.

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.