



Behaviour, Welfare and Safety Policy

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1. Introduction

At Keys Group, we are committed to creating extraordinary days for every student by fostering a safe, nurturing, and therapeutic learning environment. Our students 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.

Great Oaks College is a high-quality educational provision that specialises in supporting young people that have special educational needs (SEND), including those that may experience social, emotional, or mental health difficulties (SEMHD). We provide a nurturing and safe environment in which our students can enjoy a positive and valuable learning experience, which will help them to develop the skills, strategies and qualifications that they will need to lead independent, healthy, and fulfilling adult lives.

At our college, we recognise that each student is an individual, with their own personalities, needs and learning styles/ attitudes. We pride ourselves on our unique approach to learning and supporting every student and we recognise that positive relationships are essential for the success of all members of our college community.

We are a Trauma-Informed School. Each member of our staff receives regular and specific training to ensure that they are all well adept and focused on meeting the individual needs of our students. We are currently working towards gaining the Trauma Informed Bronze Award.

Through regular communication and training, all staff are well informed about how children develop. We believe in the '6 Principles of Nurture and use these to ensure that our practices are developed to provide the very best environment for the growth and development of each of our children. Our Staff understand how, a child's SEND needs may create barriers to their learning, as well as their health and happiness. This may then have a detrimental impact on their ability to cope within an educational environment resulting in behaviour that can be challenging. Our staff teams are equipped with the skills and expertise to support students with SEND/ SEMHD.

The Six Principles of Nurture are as follows:

1. Children's learning is understood developmentally.



2. The classroom offers a safe base.
3. Nurture is important for the development of wellbeing.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transitions in children's lives

[The Six Principles of Nurture - NurtureUK](#)

Policy Aims

The aims of this Behaviour, Welfare and Safety Policy are to ensure that all our students:

- Can enjoy, engage and achieve in their learning in a safe, supportive, and nurturing environment
- Develop emotional literacy skills including self-awareness, ability to regulate emotions and social skills
- Improve their self-esteem and confidence as an individual and become emotionally resilient learners
- Can access appropriate support to enable them to develop coping skills and strategies
- Can form positive, trusting relationships with peers and support adults
- To make well-informed choices about their well-being, behaviour, and safety
- To understand the wider consequences of their lifestyle choices and conduct
- Learn how to safeguard and promote their own emotional well-being and mental health
- Are respectful of others, gaining a good understanding of Fundamental British values
- Become responsible adults that can make positive contributions to their communities
- Understand the need for good attendance and punctuality as this can impact the individual, and their behaviour.

Great Oaks College Respect Agenda

To ensure that our college is a nurturing and safe environment we ensure that all students develop an awareness of respect, and what this means. This policy is underpinned by our college communities 'Respect Agenda.'

1. **Always RESPECT yourself**
2. **Always RESPECT all others**
3. **Always RESPECT your environment**

2. Purpose and Scope



This policy applies to all staff, students, parents/carers, and stakeholders within Keys Group schools. It aims to:

- Promote positive relationships and high expectations of behaviour.
- Support students 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

Supporting Everyone to Achieve:

At Great Oaks College we recognise every student has great potential. We have high expectations of all our students. Our belief is that 'together everyone achieves excellence' and we uphold Key's EPIC Values, of Excellence, Passion, Integrity and Caring. We endeavour to ensure that staff and students work collectively to create an environment in which every person is valued and respected. All individuals are supported and nurtured to enable each to fulfil their full potential.

Our staff are always considerate, professional and have a 'duty of care' towards the students. We know that the development of trusting relationships is the key to our students achieving their best whilst at the college.

Pastoral Care at Great Oaks College

We have a dedicated and specialised Pastoral team that is led by the Pastoral Manager. This team supports students with all aspects of their behaviour, welfare and safety. They may provide mentoring/ coaching or counselling or signposting/ supporting students or families to



access appropriate agencies. See appendix 1 for a full list of Focused Pastoral Interventions that our students can access to meet their individual needs.

At Great Oaks College, we have a specialised Nurture Intervention Centre that is called the Transition hub. This facility is separate from the main school building and is staffed by the pastoral team. This hub is furnished to support students that may be experiencing difficulties with accessing group learning or in need of intensive support to enable them to develop appropriate learning, social or communication skills. Students may be supported using a transition plan that would enable them to safely move back into their groups when ready.

On admission to Great Oaks College all students are designated a Form Tutor to help support them during the academic year, providing both pastoral and academic guidance. All College staff are trained to support students experiencing SEMHD, those with attachment issues or who may have experienced trauma or adverse childhood experiences (ACEs). The College has now a working towards gaining the Trauma Informed Award for the school.

Staff will support and nurture students, enabling them to develop adaptive coping skills. The Pastoral team are specially trained to deliver support to students experiencing difficulties with all members being trained mental health first Aiders. They have completed Suicide Awareness, ligature training, Restorative Practices de-escalation techniques, Team Teach. We are a trauma informed College and all staff complete Attachment Awareness training, training on ACES, PACE, Emotional Regulation, Emotion Coaching, recognizing and managing anxiety and Keys Connect 2-day training.

As we are a Key's College, we have access to **Keys Specialist Clinical Services**, to support our students. We have access to our Educational Psychologist, Assistant Psychologist, Occupational Therapy and Speech and Language Support and other specialist professionals to support students with Self-Injurious behaviour, Sexual harmful behaviour, Substance Abuse, any students that may be being exploited by criminals. (Child Sexual Exploitation or Child Criminal Exploitation).

The College SENDCo and SEND team provides additional support and interventions to help remove any barriers to a student's ability to learn and access the curriculum. Such barriers may include difficulties with the development of language, literacy, and numeracy skills. We aim to provide well planned support and interventions to enable all students to achieve their full potential. Each student has access to a bespoke curriculum which is differentiated to meet their individual learning needs and requirements.

Each student will be involved in creating a personalised Student Passport. This will detail a student's strengths and areas of difficulties and appropriate support strategies. It will also include several outcomes that the student will focus on during an academic term. This will include outcomes in the development of social, emotional, or behavioral skills. The passports are reviewed termly in consultation with the SENDCo. Teachers, students, and parents/carers. They may also be shared with referrers. We have now introduced a system known as the STAC (School Team Around the Child). Staff that support and work with a child meet twice a



year to discuss progress and support requirements. This information is then used to review EHCP targets and provision for each child.

Our Learning Support Team works to ensure that all our students can effectively access their learning programs. They are involved in supporting students to become engaged students and develop their learning skills.

Great Oaks College Curriculum

At Great Oaks College, we pride ourselves on our broad and exciting curriculum opportunities. Each student will participate in a range of activities to ensure that they are engaged in the learning whilst gaining confidence and self-esteem. We recognise that age-appropriate physical activity has widespread benefits to health and therefore our adventurous and enriching curriculum supports students by promoting emotional well-being and resilience.

We have an intensive program of Personal, Social and Health Education (PSHE) that is offered to all our students. This includes learning about personal safety, including E-Safety; Sex and Relationships Education (RSHE); Awareness of Drug and Substance abuse; Equality and Diversity; Bullying and Friendships; Healthy Eating; Social and Emotional aspects of Learning (SEAL); Contextual and personalised PSHE sessions are also strategically planned by the DSL and Pastoral Support team and delivered by staff (i.e., responding to emerging personal or community issues).

Our curriculum also focuses on the social, moral, spiritual and cultural (SMSC) development of all students, addressing all their needs including emotional, physical, relational, intellectual, creative and spiritual. We provide opportunities for young people to explore and cultivate their own personal values and beliefs, spiritual awareness, a positive, caring and tolerant attitude towards other people, community awareness and a sense of belonging, an ability to communicate effectively and interact positively in all social settings, an appreciation of the diversity and richness of cultures, including their own.

We are pro-active in promoting the development of responsibility towards others and the environment. We encourage students to respect specified fundamental British values, including democracy, personal liberty, and rule of law. This is embedded through all aspects of our curriculum and delivered through drop-down days and form group sessions. We have a college student voice committee in which all students are encouraged to contribute to the democracy and management of the College.

At Great Oaks College we aim to use the principles of Restorative Justice/ Restorative Practices to promote a safe, positive, orderly College environment. We encourage students and all members of the college community to learn and practice self-discipline, empathy, and accountability. Through this approach students are taught positive ways to deal with conflict.

During social times of the college day and form periods, staff provide activities to enable students to develop reciprocal relationships with peers as well as learning and practicing appropriate social skills



Teaching & Promoting Positive Behaviour and attitudes to Learning:

There are **three rules** that we must all follow as members of the Great Oaks College community. They are set out in our **RESPECT Agenda** that has mentioned previously

- 1. Always respect yourself.**
- 2. Always respect all others.**
- 3. Always respect your environment.**

The **RESPECT** agenda is displayed and is discussed regularly in PSHE/ SMSC/ Form sessions.

Staff always have high expectations of students and will remind them of these 3 rules when necessary. Staff will act as role models and will always be supportive and will deal with any challenging situation in a positive, supportive, and calm manner.

All staff and students sign our Respect agreement that states that they will:

- Be on time for all lessons and always try their best at all tasks.
- Will listen respectfully and ask appropriate questions.
- Will not be afraid of making mistakes and will recognise that we learn by making mistakes.
- Always communicate respectfully with all members of the College community.
- Ask for help when required.
- Always help others if they need help.
- Try new things – prepare to be challenged.

We want to provide a safe, clean, and happy place to be so we will:

- Support students to stay safe and make well-informed decisions to keep themselves safe and healthy.
- Provide access to well taught accredited subjects and learning resources.
- Provide advice and guidance whenever needed.
- Respect all college community members as an individual, no matter what their cultural background, religion, gender, sexuality, ethnicity or disability.



- We teach awareness of Protected Characteristics and create an environment in which all members of the college Community feel valued and safe.
- Ensure that everyone has a voice and feels valued listened to.
- Celebrate and reward all achievements.

To be a positive College community member, we expect you to:

- Consider the feelings of all others.
- Support and encourage each other to make good choices.
- Learn to manage your own emotions and behaviour, accept, and reflect on consequences.

Classroom Behaviour

It is the teacher's responsibility to manage behaviour in their classroom. It is the teacher's duty to deploy the support staff effectively in their classroom to ensure the best outcomes for their students. They may be used to support any issues with student behavior that may impact on the safety, well-being/ learning of others, the support of the **Pastoral Team** will be requested. The student may be then taken to an alternative classroom so that they can continue with their learning or may be supported to address any issues or barriers that were preventing them from accessing the learning. The student will then be encouraged to return to the classroom. Restorative practices may be used to support this, with trauma informed care for all students. If a student is not ready to work within a group, an alternative space will be provided.

Rewards:

Every half term there is a Celebration assembly. Students may be awarded certificates for specific and personal achievements. This includes attendance, learning, personal achievements, and improvements. Students who make the most progress may be nominated for a Headteacher award.

Positive behaviour can be recorded on Arbor, by all teachers and staff. This will be monitored by the Pastoral manager, and appropriate rewards will be arranged for the student.

Consequences/ Restorative Actions:

If a student is experiencing difficulties and displaying challenging behaviour this may have a negative consequence on the learning of that student or their peers. Aggressive behaviour can make others feel uncomfortable or unsafe and is therefore unacceptable. It is imperative to maintain a positive learning environment and to safeguard and ensure the welfare of all members of the College community. Teachers are responsible for the management of their classrooms, but it is expected that all staff will challenge negative behaviour in a swift, appropriate, consistent, trauma-informed and supportive way. Staff



should take all appropriate measures to ensure Great Oaks College's discipline is administered in a manner consistent with *the child's human dignity*. (Article 28.2)

In instances such as:

- Repeated refusal to comply with Great Oaks College 3 rules (RESPECT Agenda).
- Offensive language/behaviour towards staff.
- A child becoming dysregulated or distressed
- Issues related to potential/actual violence.
- Substance misuse concerns.
- Students removing themselves from lessons.
- Child on child abuse.
- Sexual misconduct/ harmful behaviour.

Then the Pastoral Support team will become involved. Students may require support from the Pastoral team to enable them to address any issues that may be causing distress, or difficulties with peer relationships. A specific program of support/ action plan may be developed if students require ongoing, intensive support. This may include access to interventions that may support the development of social skills, self-awareness, self-esteem, social relationships etc. Parents/ carers/ referrers and other agencies will be consulted and involved in the planning of appropriate support. Students may need to work in another classroom to diffuse a situation and allow time for reflection, and so they may become regulated. A Restorative Approach may be used to rectify any issues, empowering the student to take responsibility for their choices/ actions and facilitate reparation. Thus, enabling students to develop respectful relationships with adults and peers and to enhance their empathy towards others.

The Pastoral Support team will monitor incidences of challenging behaviour to determine causes and appropriate support required. Support may be sought from the college SENDCo. so that we can identify any unmet needs. Safeguarding concerns will be passed onto the College Safeguarding Lead/ DSL. A referral may be made to Keys Specialist Services or outside agencies where appropriate and agreed. This may include CAMHs/ Children's Services/ MIND or other professionals.

Strategies will be used to encourage and support students to reflect upon their choices/ behaviour. Students will initially be verbally challenged by staff members, reminded about the rules, and will be given opportunities to make better choices. Staff should always be consistent in their approach. If a student continues with a low-level challenge, then this will be recorded on the Arbor system/ Arbor and negative points will be recorded. Parents/



carers/ form tutors can see these points if they access the Arbor App. If the incident results in the student missing or not completing work, then opportunities and support will be provided during break or lunchtime to catch up. If the behaviour continues, then the student will be referred to the Pastoral Manager who may decide that an after-College catch up slot would be appropriate, to provide the opportunity to avoid the child missing out on learning and falling behind. At this point parents/ carers would be notified using the appropriate means of communication. If the issue was significant, or a regular occurrence, then a meeting would be arranged with the Pastoral Support Manager/ SENDCo to discuss support required and next steps. As a result of this meeting the student passport may be updated. Any such issues would also be discussed in the half-term progress meetings or in the students' STAC meeting. This will enable the school leadership team to identify any additional support requirements.

Students who are experiencing behavioural challenges may have a Focus Report card which will include targets agreed by the student, Pastoral Manager, parents/ carers and teachers. These can be commented on by all teachers during each lesson. Feedback will also be provided for parents and carers. Students are taught to reflect on their behaviour and are encouraged to make better choices. Other professionals such as Educational Psychologists, Occupational Therapists, Virtual Schools, Educational Welfare Officers, and parents to formulate the best way to support the student and identify/ address any specific or certain circumstances and in order to safeguard our vulnerable students we may opt to put in place an Inclusion Support Program as an alternative to a suspension. This will involve the student participating in a period of home tuition/ off-site provision and receiving intensive PSHE sessions that will support the student in understanding the consequences of their choices, or to keep them safe.

Child on Child Abuse

Child abuse is behaviour by an individual or group, intending to physically, sexually, or emotionally hurt other children. All staff should recognise that children can abuse their peers. All staff should be aware of **safeguarding issues from child-on-child abuse including:**

- Bullying (including online bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Sexting (also known as youth produced sexual imagery; and
- Initiation/hazing type violence and rituals.

This abuse can:



- Be motivated by perceived differences e.g., race, religion, gender, sexual orientation, disability, etc.
- Results in significant, long-lasting, and traumatic isolation, intimidation, or violence to the victim.
- Cause significant disruption to live
- Included exposure to domestic abuse or witnessing or suffering abuse
- Result in educational under-achievement
- Result in students being involved in crime

4. Roles and Responsibilities

Students

- Understand and engage with behaviour expectations and support plans.
- Participate in reflecting on their behaviour and contribute to school culture.

Staff

- All staff have an important role in ensuring and developing a calm and safe environment for students and establishing clear boundaries of acceptable student behaviour. Staff must uphold the college's approach to behaviour by teaching and modelling expected behaviour through respecting all others and forming positive relationships. Staff should always challenge students to meet the College expectations and maintain the boundaries of acceptable conduct.
- All staff should feel confident to manage behaviour in and around the College to ensure that a safe environment is maintained. Staff are also trained to support students with issues relating to Online safety. We have filtering and monitoring software that supports with this.
- Model warmth, curiosity, and consistent boundaries.
- Use de-escalation and co-regulation techniques.
- Record behaviour incidents accurately and reflectively.

Parents/Carers

- We appreciate greatly that parents/ carers know their children best and we endeavor to consult with parents and carers regularly throughout a student's time at Great Oaks College. Parental support and their encouragement to engage in learning and to adhere to college policies are vital to the success of our students.
- Parents/carers will be invited to attend a meeting/home visit with their child prior to placement at Great Oaks College where the aims and objectives of the



placement are discussed. At this interview all parties are made aware of the Behaviour, Welfare and Safety Policy including the range of rewards and appropriate consequences and expectations.

- Parents/carers are encouraged to contact Great Oaks College, whenever they need or want to, with any concerns they may have. Parents/carers will be involved as early as possible if there are issues to share in solving problems as they arise. This may be via telephone, email or using the class DOJO messages. Parents/carers will always be informed if their child has been physically aggressive towards other students or staff or if they have been the perpetrator or victim of bullying behaviour. (See Anti-Bullying Policy)
- Any parent/ carer wishing to complain should use the College Complaints Policy which is available on request from the College's main reception
- 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

- The College leadership team are always highly visible, with leaders routinely engaging with students, parents and staff to support setting and maintaining the culture and an environment where everyone feels safe and supported
- It is important that if following a gradual and graded response to behaviour that challenges, if such behaviour persists staff escalate this matter to the Pastoral Manager, and ultimately the Headteacher
- It is important that if following a gradual and graded response to behaviour that challenges, if such behaviour persists staff escalate this matter to the Pastoral Manager, and ultimately the Headteacher.
- *Keeping Children Safe in Education (KCSIE), 2025 states that*
- 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of child-on-child abuse and sets out how allegations of this abuse will be investigated and dealt with'
- It also emphasises that the voice of the child must be heard
- 'Proprietors and College or college leaders should ensure the child's wishes and feelings are considered when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all system and processes should operate with the best interests of the child at their heart.' At Great Oaks College we consistently use Form Tutor sessions, Student Voice, Restorative Practices and review meetings to ensure that all actions are outcomes are child centred. At Great Oaks College we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately, effectively, and



consistently so to reduce the extent of harm to any young person, with full consideration to the impact on that individual child's emotional and mental health and well-being.

- 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. Student Passports

- All students have an individual Student Passports and Risk Assessments, ensuring a holistic approach to learning and behaviour.
- Student Passports are personalised documents that guide staff on proactive strategies and responses to behaviour escalation.
- Developed collaboratively with multi-disciplinary teams and regularly reviewed.

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 students and reviewed.
- The goal is a gradual reduction towards zero restraint.

8. Post-Incident Support and Restorative Practice

- Students receive support to reflect, regulate, and repair relationships.
- Staff debriefs support wellbeing and professional practice development.

9. Preventative Strategies

At Great Oaks College we endeavor to create a warm and safe environment where young people feel safe sharing information about anything that is upsetting or worrying them. We then use Restorative Practice, Student Voice, Pastoral/Form Tutor sessions to help support students, staff to resolve any issues and to move forward.

PSHE/ RSHE is considered a core subject at Great Oaks College and our SMSC curriculum supports in tackling social, behavioral issues and prejudices. This curriculum



provides our students with opportunities to discuss and explore issues thoroughly. The College makes sure that 'support and report' signposting is available to young people through this teaching.

Monitoring & Recording:

To monitor progress, inform teaching and support, and to ensure safety of our college community we record incidences of challenging behaviour and positive behaviour. If behaviour is more serious then it will be recorded formally on the Arbor, and the Pastoral Lead will be notified.

We have regular meetings to review and discuss all elements of a child's provision, support and progress. We discuss and review and evaluate what progress a student is making towards their EHCP outcomes, these meetings are called the 'School Team Around the Child' meetings

10. 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 student 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 students.

12. Data Driven Monitoring

- Behaviour incidents will be systematically recorded and analysed by senior leaders to identify patterns and trends across student groups (SEND, vulnerable students, etc.). This data will guide targeted interventions and inform whole-school behaviour strategies.





Appendix A: School Specific Behaviour Approach

Overview

At Robin's Nest School we recognise every student has great potential. We have high expectations of all our students. Our belief is that 'together everyone achieves excellence' and we uphold Key's EPIC Values, of Excellence, Passion, Integrity and Caring. We endeavour to ensure that staff and students work collectively to create an environment in which every person is valued and respected. All individuals are supported and nurtured to enable each to fulfil their full potential.

1. School Values / Ethos Related to Behaviour

There are **three rules** that we must all follow as members of the Robin's Nest School community. They are set out by our **RESPECT Agenda** as mentioned previously

4. Always respect yourself.

5. Always respect all others.

6. Always respect your environment.

The **RESPECT** agenda is displayed and is discussed regularly in PSHE/ SMSC/ Form sessions.

2. Recognition, Reward, and Point System

- Students can earn rewards daily for demonstrating RESPECT to themselves, others and the environment. Any students who have behaved well throughout the day can access a treat from the reward box.
- Students can have positive points recorded on Dojo. These are shared with parents. Staff will also record positive behaviour on Arbor and students can get rewards for Improved behaviour and most positive behaviour points.
- At the end of the year students can go on trips as a reward.

4. Support Networks and Roles

- Students who are struggling, or who need additional support to remove barriers to learning can access support from the Pastoral Lead and team. The school also has its own SENDCo and a SEND TA that can support with the delivery of targeted interventions. Once support needs are identified, then the school team will provide access to a personalised learning programme designed to meet the child's needs.
- At Keys we have a fantastic clinical team that can provide additional support for our children. This includes a team of Educational Psychologists, Speech and Language Therapists, Occupational Therapists, as well as other therapeutic teams.

5. Links to External Support



- In addition to the support provided by the school and Keys, we also work alongside various professionals including Local Authority Educational Psychologists, CAMHS, social care, Early Help, Youth Offending Teams etc.



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 student's behaviour. It should be developed collaboratively with input from the student, family, and professionals, and reviewed regularly.

Section	Details
Student 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 student's background, experiences, and how these inform their behaviour
Strengths and Qualities:	What the student 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 student
Targets:	Specific, positive behaviour targets for the student, framed as learning opportunities
Review Dates:	Schedule for regular review and updates of the BSP



Section	Details
Signatures:	Staff and, where appropriate, student and parent/carer signatures



Appendix C: Graduated Approach to Supporting Students (Assess, Plan, Do, Review)

Overview

This appendix outlines the graduated approach recommended by the EEF for supporting students with SEND and complex needs, ensuring ongoing, holistic understanding and responsive teaching.

1. Assess

- Conduct regular, purposeful assessments of the student's learning and behavioural needs.
- Gather information from multiple sources including student voice, parents/carers, specialist professionals, and school staff.
- Use a variety of assessment tools appropriate to the student'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 students 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 student'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 students 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.
- Student 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 students' 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 student.
- 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 student group (SEND, vulnerable students etc).
- Staff and student surveys on behaviour culture.
- Reporting schedule (e.g., half-termly reports to governors).
- Use data to inform training, policy review, and intervention adjustments.



Appendix J: List of possible interventions to support students at Great Oaks College

Attendance Support

- Action Plan
- EWO
- Transition

Pastoral Interventions

- Effects of Vaping
- Anxiety
- Anger Management
- Healthy Relationships
- Bullying and Cyberbullying
- Understanding my behaviour
- Exploitation
- Communication skills
- Emotional Literacy
- Emotion coaching
- Check ins for those exposed to DV
- Knife Crime
- Positive Friendship/ Creating connections
- Building Self-esteem
- Seeing Red
- Respecting You and me
- Self-harm
- Sleep patterns and Health
- Mental health
- Consent/ Sharing Images/ relationship abuse
- Peer Pressure

SEND Interventions

- Literacy intervention program
- Handwriting
- That Reading Thing (Phonics)



- Alphabet arc
- General spelling intervention
- Precision Teaching

Numeracy intervention

Speech language and communication

- Attention and listening
- communication and interaction
- understanding body language and facial expressions
- talking teenagers
- understanding language and vocabulary
- Lego therapy

Life Skills

- Budgeting and finances
- Community participation
- Home maintenance (self-help skills, time management)
- public transport skills
- Communication skills
- Social stories
- Individualised student timetables
- 1-2-1 support from SENDCo. / SEND team
- transition plans / visual timetables