

## Behaviour Policy

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|----------------------|--------------------|--|--------------|
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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.
- Review key data to identify trends and develop whole school interventions

### **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 have Pupil Passports which include our approach to managing pupils emotions and resulting behaviours, 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 Castle 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**
  - Check-ins, (morning routines) transition support, predictable routines.
  - Staff help pupils prepare emotionally and physically for learning, (Now, next & then)
- **Be Reflective**
  - Staff support pupils to think about their achievements each lesson and set targets for the future
  - Pupils are gently supported to identify their feelings and how to best manage them in action and on action.
  - The focus is on learning from moments, not assigning blame.
- **Be Responsible**
  - Staff will use gentle and kind reminders
  - Staff support pupils to identify how well they have done and what has contributed to the success.
  - Staff take responsibility for creating safe, supportive interactions, in a nurturing environment.

- **Be Resilient**

- Pupils are supported with strategies to identify and manage stress, frustration, or anxiety as well as pride, embarrassment and honour.
- All 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 pupil's story, sensory needs, communication style, and pace.
- Pupils learn respect through relationships where they are treated with dignity and kindness at all times.

### **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.

### **Student Engagement and Reward**

In addition to the whole-school reward system, C School provides further incentives to encourage student engagement and attendance. To promote classroom engagement, students who earn 450 or more points in a week are entered into the “450 Points Club” draw, where they can choose a prize tailored to their interests.

Small wins are celebrated through “Proud of You” tickets, which are entered into a Kindness weekly draw for a chance to pick from the Lucky Dip box. The Pastoral Lead also supports individual incentives through weekly target charts, helping students with goals such as travelling in a taxi, engaging in lessons, or improving their conduct around school.

Additionally, students are rewarded with a special meal after achieving 10 consecutive days of full attendance in class.

Further incentives include an Ad Hoc assessment engagement reward, an end-of-term assessment engagement reward meal, and bespoke behaviour incentives, where students can choose either a Lucky Dip prize or a small reward. These measures ensure that both academic effort and positive behaviour are consistently recognised and celebrated.

### **Relational & Restorative Practice**

As part of our restorative practice approach, students are deducted a third the cost of any damage from their reward points (card). Students are also encouraged to repair the damage where appropriate, such as cleaning a wall if they have drawn on it.

The Senior Leadership Team will review any significant damage to determine the most appropriate restorative response and ensure fairness and consistency.

Restorative practice is embedded throughout the school to support students in reflecting on their actions, taking responsibility, and understanding how their behaviour affects the school community.

## Inclusion Support

Inclusion support is a therapeutic intervention designed to help students reflect on their behaviour while receiving guidance from staff. Students remain in school and are supported in understanding their actions and developing more positive ways of responding to challenging situations.

When a student engages positively with the process, the level of inclusion support may be reduced, allowing them to re-engage with their peers and return to their planned timetable for the remainder of the day. In some cases, alternative inclusion options may take place off-site, where a change of environment or setting can help the student to regulate and re-engage with learning.

Inclusion support is tailored to the individual, considering their level of understanding and the needs outlined in their EHCP. The overarching aim is to maintain the student's engagement in education, promote consistent attendance, and work collaboratively with parents to ensure the best possible outcomes for each child.

## 4. Support Networks and Roles

| Role                          | Responsibilities  |
|-------------------------------|---|
| <b>Classroom Teacher</b>      | Implement behaviour expectations, deliver curriculum adaptations, record incidents, liaise with parents/carers. |
| <b>Teaching Assistants</b>    | Support pupils' behaviour and learning, implement BSPs, assist with de-escalation.                              |
| <b>Pastoral Lead</b>          | Coordinate behaviour support, liaise with families, monitor behaviour trends.                                   |
| <b>SENCO</b>                  | Oversee SEND provision, coordinate assessments and plans, advise staff on strategies.                           |
| <b>Safeguarding Lead</b>      | Monitor safeguarding concerns linked to behaviour, manage referrals.  |
| <b>Senior Leadership Team</b> | Provide visible leadership, support staff, make decisions on exclusions, monitor policy implementation.         |

## 5. Links to External 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 A: Pupil Passport Template

## Purpose

The Pupil Passport 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.

| Name | Year Group |
|------|------------|
|      |            |

| What I want you to know about me | My aspirations | My strengths and interests |
|----------------------------------|----------------|----------------------------|
|                                  |                |                            |

| Do.... | In my lesson, I need to be provided with.... |
|--------|--|
|        |  |

| Needs |
|-------|
|       |
|       |
|       |

| EHCP Outcomes |
|---------------|
|               |
|               |
|               |

| Interventions |          |
|---------------|----------|
| Intervention  | Outcomes |
|               | •        |
|               | •        |
|               | •        |

Behaviour Management Planning  
Six Stages of a Crisis – Team Teach

|  | Arousal level 1   | Arousal level 2   | Arousal level 3  | Arousal level 4   |
|--|---|---|--|---|
|  | Anxiety/<br>trigger<br><br>Need for diversion, support and reassurance. | Defensive/<br>escalation<br><br>Need for diversion, reassurance, clear limits,<br>boundaries and choices. | Crisis<br><br>Possible need for Restrictive Physical Intervention<br>appropriate for the service user. | Recovery<br>Need for coordinated letting go, support,<br>reassurance.<br><br>Depression<br>Need for observation, support and<br>monitoring – recovery and repair.<br><br>Restoration<br>Reflect, repair, reconnect. |

| Behaviours observed   | • | • | • | • |
|-----------------------|---|---|---|---|
| Intervention required | • | • | • | • |

Use of “All About Me”



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The “All About Me” document helps staff understand each student’s likes, dislikes, routines, and strengths so they can be supported in a way that respects their individuality. It includes key details such as the student’s name, class, and notes on how best to help them. Teachers and support staff use it to plan lessons and activities, while breaktime and lunchtime supervisors use it to make sure students feel safe and included. Staff use it to keep routines consistent and provide ongoing support at the end of the day. The document is personal and only shared with staff who need it. It is reviewed regularly to stay up to date, and wherever possible, students contribute to their own “All About Me” so their voice is heard.

## **Appendix B: 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 C: 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 D: Staff Roles and Responsibilities in Behaviour Management

### Summary of Key Roles

| Role                          | Responsibilities  |
|-------------------------------|---|
| <b>Classroom Teacher</b>      | Implement behaviour expectations, deliver curriculum adaptations, record incidents, liaise with parents/carers. |
| <b>Teaching Assistants</b>    | Support pupils' behaviour and learning, implement BSPs, assist with de-escalation.                              |
| <b>Pastoral Lead</b>          | Coordinate behaviour support, liaise with families, monitor behaviour trends.                                   |
| <b>SENCO</b>                  | Oversee SEND provision, coordinate assessments and plans, advise staff on strategies.                           |
| <b>Safeguarding Lead</b>      | Monitor safeguarding concerns linked to behaviour, manage referrals.  |
| <b>Senior Leadership Team</b> | Provide visible leadership, support staff, make decisions on exclusions, monitor policy implementation.         |



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## Appendix E: 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 F: 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 G: 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.
- **Briefings:** Staff receive updates and reminders through 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:** Briefings held daily to review school priorities, staffing, and specialist needs.
- **Senior Leadership Team (SLT) meets weekly** to ensure strategic alignment across the school. Each session follows a structured agenda designed to keep discussions focused and productive. Typical agenda items include reviewing key performance data, addressing staff and student wellbeing, monitoring progress against school improvement priorities, and planning upcoming events or initiatives. By meeting at the start of the week, the SLT can set clear expectations, allocate responsibilities, and respond promptly to emerging issues, ensuring that the school operates smoothly and effectively throughout the week.
- **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.





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## Appendix H: Monitoring and Evaluation Framework for Behaviour

### Tools and Processes

- Behaviour incident tracking dashboard on ARBOR and RADAR.
- 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.