



## Behaviour Policy

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### 1. Introduction

At Keys Group, we are committed to creating extraordinary days for every pupil by fostering a safe, nurturing, and therapeutic learning environment. Our pupils often come with complex needs, including emotional, behavioural, and social challenges, many having experienced exclusion from mainstream education. This policy outlines our trauma-informed, relationship-centred approach to supporting positive behaviour across our independent special schools.

### 2. Purpose and Scope

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

- Promote positive relationships and high expectations of behaviour.
- Support pupils to develop self-regulation, responsibility, and social skills.
- Provide a clear framework for consistent, compassionate, and trauma-informed behaviour management.
- Ensure compliance with the OFSTED inspection framework and relevant legislation.

### 3. Our Approach

#### Trauma-Informed and Relational Practice

- All behaviour is communication. We seek to understand the underlying needs, including trauma, attachment, sensory processing, and executive function difficulties.
- We adopt the Keys Connect model, emphasising warmth, consistency, and predictability.
- Positive noticing and strength-based language underpin our daily interactions.
- Punitive sanctions that shame or isolate are avoided; natural, restorative consequences are preferred.
- A bespoke, engaging curriculum supports positive behaviour through meaningful learning.



## 4. Roles and Responsibilities

### Pupils

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

### Staff

- Model warmth, curiosity, and consistent boundaries.
- Use de-escalation and co-regulation techniques.
- Record behaviour incidents accurately and reflectively.

### Parents/Carers

- Support the school's approach collaboratively and reinforce positive behaviour at home.
- Engage proactively with school communications and support plans.
- Parents and carers will be actively involved in behaviour support planning and reviews to ensure consistency between home and school environments.

### Leadership

- Maintain visible, approachable leadership.
- Promote and monitor a positive behaviour culture.
- Ensure staff receive ongoing training in trauma-informed practice and behaviour support.
- A consistent behaviour management approach will be maintained across all Keys Group schools, with flexibility to adapt to the specific needs of each school community.

## 5. Behaviour Support Plans (BSPs)

- BSPs are personalised documents that guide staff on proactive strategies and responses to behaviour escalation.
- Developed collaboratively with multi-disciplinary teams and regularly reviewed.
- All pupils with SEND have Individual Education Plans (IEPs) which complement Behaviour Support Plans, ensuring a holistic approach to learning and behaviour.

## 6. Managing Behaviour Incidents

- Use calm, consistent, and least restrictive responses.



- Follow a graded approach: understanding, early intervention, time-out with support, restorative conversations.
- Record all incidents in ARBOR or RADAR systems, with analysis to inform practice improvements.

## **7. Restrictive Physical Interventions**

- Physical intervention is a last resort, used only to keep pupils and staff safe.
- Staff are trained in approved techniques and all incidents are recorded and reviewed.
- The goal is a gradual reduction towards zero restraint.

## **8. Post-Incident Support and Restorative Practice**

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

## **9. Behaviour Beyond School**

- The school may address behaviour outside school that impacts the school community or reputation, in line with statutory guidance.

## **10. Training and Development**

- All staff receive induction and ongoing training in trauma-informed practice, Keys Connect, and Team Teach for physical intervention.
- Additional training is provided based on pupil needs and school context.

## **11. Equality and Inclusion**

- The policy promotes fairness and sensitivity to diversity in race, faith, gender, disability, and other protected characteristics.
- Concerns about disadvantage due to this policy should be raised with line management for action.
- Behaviour management will be supported by access to mental health and therapeutic services, recognising the complex emotional and social needs of pupils.

## **12. Data Driven Monitoring**

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





## Appendix A: School Specific Behaviour Approach

### Overview

At Southpark, we are committed to supporting each student on their unique educational journey, helping them thrive both academically and personally.

Southpark Enterprise College expects pupils to engage in the ethos of the school and the EPIC values of Keys Group. We also expect:

- All pupils to show respect and courtesy towards all staff and peers
- Parents to encourage their children to attend school full time, to show respect and support the schools behaviour policy.
- The Head teacher to create a culture of respect by ensuring staff follow the schools behaviour policy consistently and fairly across the school
- Every member of staff will be consistent at managing and improving pupil's behaviour.
- All members of the school have a right to a safe and challenging learning environment
- Pupil behaviour to be of a high standard throughout the school day, when travelling to and from school and whilst participating on trips and visit.
- Good behaviour needs to be modelled and rewarded.
- Poor or unacceptable behaviour needs to be challenged appropriately and consistently
- The self-esteem of all pupils is enhanced by praise, reward and celebration.

We believe that positive relationships between staff and pupils are the key to good behaviour

### Contents

#### 1. School Values / Ethos Related to Behaviour

- At Southpark we hold the values of Respect, Trust, Resilience and Tolerance at the centre of everything we do and believe these values are key to meeting the needs of our pupils and developing each of them into happy, healthy and successful citizens.
- Southpark is committed to each and every one of our pupils, providing specialist support tailored to each individual's needs, helping all pupils achieve their full potential.
- Southpark prides itself on the relationships staff are able to build with pupils.

#### 2. Generic Behaviour Expectations and Routines

This school defines acceptable behaviours as that which promotes courtesy, co-operation and consideration towards others by all member of the school's community, in terms of



relationships between pupils and staff, between peers and between pupils and visitors or other persons within the school premises and the community.

The school identifies name calling, verbal abuse, and anti-social behaviour, vandalism, threatening language or behaviour, extremism, intimidation, physical abuse, bullying and harassment (including racist, sexist and homophobic abuse) as examples of unacceptable behaviour. The school also includes any behaviour that disrupts or hinders learning taking place in the classroom or beyond as unacceptable. Please also see the anti-bullying policy.

The school communicates regularly the standards of acceptable and unacceptable behaviour to pupils, parents and carers through the admissions meeting, pupil and parent school's contracts, newsletters, individual letters, assembly, tutor time and lessons.

The school communicates the standards of acceptable and unacceptable behaviour to staff during recruitment, candidate induction and through weekly staff meetings and training. This is also reiterated via staff supervisions.

- School starts at 9am for all pupils (breakfast is available from 8:45am)
- Each pupil is assigned to a form group, they attend this class each morning for tutor time
- Lessons start at 9:20am
- Lunch is at 12:30pm
- School ends at 2:30pm

### **3. Recognition, Reward, and Point System**

The school will promote good and improved behaviour by pupils through a rewards system that is consistent and meaningful to pupils.

We have a number of different rewards in place for pupils to receive, these can be reviewed on a termly basis for their impact and success.

The rewards are:

- Daily: Southpark Golden Tickets – For every 5 golden tickets received pupils get the opportunity to dip in the 'Dipbox'. Awarded for completing all tasks set (Pupils can receive 2 tickets), for being kind and helpful, for following all rules and expectations and for going above and beyond.



- Weekly: Certificates – Staff will be required on a weekly basis to submit their choice of a student of the week for their subject, this pupil will be awarded with a certificate in the Friday Celebration assembly
- Weekly: Park Coins – Pupils can earn park coins in each lesson, if they achieve at least 150 coins a week they will be eligible to attend the Friday reward trip, which takes place each Friday afternoon, this can be at a variety of venues.
- Termly: Attendance percentages, students who achieve 98-100%, 95-98%, 90-95% can receive a gift voucher.
- Termly: Form group competitions will be held with differing themes each term. Rewards will include form group activities
- Annually: Making memories – All students on roll at the school will have the opportunity to experience something they would not normally be able to do, this can be something the student has dreamt of experiencing. The possibilities are endless.

In addition all staff are expected to provide, where appropriate

- Praise
- Positive verbal feedback

The following is a list of other ways we celebrate and reward success

- Displaying pupils work around the school
- Submit pictures of work to be posted on the companies social media outlets
- Positive phone calls home
- Achievement board display

The school will monitor the use of rewards to ensure that they operate with due regard to equal opportunities and anti-discrimination. The use of student council will be used to evidence pupil voice.

#### **4. Support Networks and Roles**

The school will regularly review the support available to those individual pupils identified as being at risk of disaffection or suspension. This will include:

- Mentoring – Staff are able to work with pupils on 1-1 basis
- Access to alternative providers – The school uses several providers in the local area
- Teaching strategies – The Curriculum lead or tutor group tutor will devise strategies for staff in order to make reasonable adjustments for pupils should their behaviour be the result of a learning difficulty, disability or medical condition



- Planned 'time out' - Pupils who experience difficulty with impulsive behaviour can be offered time out, where they can leave the lesson for a short period of time whilst supervised at a distance from a member of staff
- Individual provision plan – Each pupil on roll will have their own provision Plans. It will identify targets for the pupil to improve and outline the strategies and support that is being provided for them
- All pupils have a personalised risk assessment, which supports staff in managing the risks and to document any new risks that may arise
- All pupils have a snapshot profile
- Personalised bespoke timetables – Timetables will be reviewed if incidents keep occurring as an intervention, this could include reduction in timetable, an offsite tutor being in place or offsite placement, blended learning packages. These will be agreed with parents/carers and submitted to local authority, any personalised timetable will be monitored and reviewed on a 2 weekly basis
- Referral to and working with external agencies – the school has excellent partnerships with external agencies.

The school has an experienced staff team consisting of Pastoral lead. SENDCo, DSL, Intervention champions, Safe/Key staff as identified by pupils

The Pastoral lead will provide pupils with interventions to support pupil behaviours, this will be targeted work, whilst also providing time and support to deal with crisis points throughout the day. The pastoral lead is supported by the intervention champions, staff appointed are available in a proactive way to support pupils throughout the school day.

## 5. Links to External Support

- The school is able to make referrals to external agencies as the need arises. Pupils are supported both internally and externally where appropriate and required.
- The school has links with each local authority and can submit referrals to professionals. This includes social care, early help and family services.
- The school has strong links with North Lincs Police
- The company is able to provide services such as educational psychologists to support students.



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



## **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.