

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

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

KEYS EPIC values		
Excellence, passion, Integrity, Caring are evident in the schools approach		
School Value	What This Means	What This Looks Like Day to Day
Safety First	Everyone has the right to feel physically and emotionally safe, respected and protected.	Clear supervision and risk management plans Calm, proactive staff presence Immediate safeguarding responses to unsafe behaviour Predictable routines and environments
Respect for Self and Others	All pupils are treated with dignity while harmful behaviour is addressed.	Language separates the child from the behaviour No shaming, labelling, or minimising harm Staff model respectful communication
Responsibility	Pupils learn to understand the impact of their actions.	Restorative conversations where appropriate Clear consequences linked to behaviour Support to reflect, repair harm, and make safer choices

Honest Communication	Difficult topics are discussed openly and safely.	Age-appropriate conversations about consent, boundaries, and relationships Encouraging pupils to speak honestly Consistent, clear staff language
Care & Consistency	Trust is built through predictable, reliable responses.	Consistent behaviour responses across staff Key adults for pupils Calm, regulated staff responses
Personal Growth	Change is expected and supported over time.	Individual targets linked to regulation and behaviour Teaching coping strategies and emotional literacy Celebrating progress
Clear Boundaries	Boundaries protect pupils and support learning.	Explicit teaching of personal and social boundaries Clear rules around contact, privacy, and online behaviour Calm, consistent enforcement
Working Together	Pupils are best supported through partnership.	Regular communication with families and carers Multi-agency collaboration Shared plans and consistent messaging

2. Generic Behaviour Expectations and Routines

Safety and Safeguarding

- Pupils follow staff instructions immediately to maintain safety
 - Risk-assessed activities, including outdoor education, are conducted safely
 - Appropriate behaviour is expected during mountain biking, canoeing, climbing, and other practical activities
 - Unsafe, abusive, or sexually harmful behaviours are addressed immediately
 - Pupils report concerns or incidents to staff without delay
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Respectful Behaviour

- Pupils communicate respectfully with peers, staff, and instructors
 - Respect is shown for shared spaces, equipment, and the natural environment
 - Discriminatory, abusive, or sexually inappropriate behaviour is not tolerated
 - Pupils always respect personal space and physical boundaries
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Responsibility and Conduct

- Pupils take responsibility for their behaviour and understand its impact on others
 - Safety rules and instructions are followed during all activities, including off-site and outdoor learning
 - Equipment is used correctly and returned responsibly
 - Consequences are fair, proportionate, and linked to behaviour
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Boundaries and Routines

- Pupils remain within agreed areas and supervision arrangements
- Clear boundaries apply during practical and outdoor activities, including physical contact and proximity
- Transitions between activities are calm, supervised, and purposeful
- Predictable routines support regulation and reduce risk

Engagement in Learning

- Pupils engage positively in classroom-based and practical learning
- Pupils attempt activities such as mountain biking, canoeing, and climbing with appropriate support
- Emotional regulation strategies are used to remain safe and engaged
- Disruption is addressed promptly to protect learning and safety

Daily Routines (Consistency and Predictability)

Arrival and Preparation

- Pupils are met by staff and briefed on expectations
- Daily check in with staff and an opportunity to share concerns and or anxieties
- Clear explanation of routines, boundaries, and learning objectives

Transitions (Including Off-Site and Outdoor Learning)

- Movement is supervised and structured
- Clear instructions given before and during transitions
- Staff maintain visible, proactive presence

Lunch and break time

- Clear boundaries and zones explained
 - Active staff supervision
 - Support offered proactively
 - Structured social/ communication opportunities including board games and table tennis
 - Incidents addressed immediately and calmly
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End of day

- Calm dismissal routines
- Reflection and check- out opportunity
- Information shared with relevant staff and carers

3. Recognition, Reward, and Point System

Purpose and principles

- Purpose: Reinforce safe, respectful, and responsible behaviour by recognising progress little and often, and building toward meaningful milestones.
- Principles (trauma-informed & restorative):
- Catch them doing it right: Frequent, specific recognition.
- Consistency across staff: Shared language and clear thresholds.
- Equity, not equality: Reasonable adjustments and personalised targets.
- Repair and return: Rewards never compete with safety, learning, or safeguarding.

Rewards systems in place

- A) Behaviour Points (Arbor Positive Behaviour Points): Logged live in Arbor for behaviours aligned to school values.
- B) Certificates & Badges: Weekly certificates and enrichment opportunities via Arbor points records.
- C) Privileges Menu: Classroom, whole school, enrichment, and personalised privileges.
- D) Reward Shop: Points convert to credits for items and experiences.
- E) Recognition Rituals: Daily shout-outs, weekly assemblies, half-term celebrations.

How rewards reinforce positive behaviour

- Immediate reinforcement with specific praise.
- Predictability: Pupils know what earns points.
- Cumulative motivation through tiers and privileges.
- Restorative linkage: Points for repair actions.
- Personalised pathways linked to pupil support plans.

Reward scheme

Daily reward example, the points are allocated onto the pupil profile on Arbor.

Monday					
Arbor positive behaviour grades	Improvement in effort 1 positive point	Making the right choice 2 positive points	Taking responsibility for their behaviour 3 positive points	Production of good work 4 positive points	Total
P1					10
P2					10
P3					10
P4					10
P5					10
P6					10
					60

Weekly behaviour points enrichment activities		
Chatsworth House Rewards	Matlock Bath Rewards	Goyt Valley Rewards
60-199 points	200-249 points	250-300 points

The pupils earn enrichment activities from the choice above

- Daily Micro-Goals: 60 points/day.
- Weekly Bands.
- Half-Term Awards.

4. Support Networks and Roles

Pastoral Lead

- **Role:** Oversees the pastoral system, ensuring pupils' wellbeing and emotional support. Coordinates interventions for attendance, behaviour, and mental health.
- **Contribution:** Works closely with tutors and heads of year to monitor behaviour trends and implement restorative approaches.
- **Referral Process:** Staff can refer Arbor or lucy.mcmanus@keyseducation.ac.uk

SENCO (Special Educational Needs Coordinator)

- **Role:** Manages provision for pupils with SEND, ensuring appropriate support strategies are in place.
- **Contribution:** Advises on behaviour strategies linked to specific needs, coordinates EHCP reviews, and liaises with external agencies.
- **Referral Process:** Updates SEND register, formulates EHC process, provides support and intervention about adaptations to support with behaviour email chris.hampton@keyseducation.ac.uk

Safeguarding Lead (DSL)

- **Role:** Responsible for child protection and safeguarding procedures.
- **Contribution:** Ensures behaviour concerns linked to safeguarding are addressed promptly; provides guidance on safe practices and escalation.
- **Referral Process:** Immediate concerns logged on CPOMS or contact chris.hampton@keyseducation.ac.uk

Tutor group lead

- **Role:** Monitors behaviour within year groups, applies sanctions and rewards, and supports restorative conversations.
- **Contribution:** First point of contact for behaviour incidents; works with families and pastoral team to resolve issues.
- **Referral Process:** Log incidents on MIS and follow behaviour policy escalation steps. ben.smyth@keyseducation.ac.uk

Mental Health Lead

- **Role:** Provides emotional wellbeing support and counselling sessions.
- **Contribution:** Helps pupils manage anxiety, anger, and other emotional triggers that impact behaviour.
- **Referral Process:** Staff refer via pastoral team; pupils can self-refer through lucy.mcmanus@keyseducation.ac.uk

5. Links to External Support

Specialist advisor sexualised behaviour- Gayle Bradbury

Role:

- Provide expert guidance and consultation on pupils presenting with harmful or concerning sexual behaviours
- Advise the school on risk assessment, management, and intervention strategies
- Support the development of trauma-informed and safeguarding-led practice
- Contribute to policy and procedure development regarding sexualised behaviour

Contribution to pupils behavioural and emotional needs:

- Assess and provide specialist input on incidents or patterns of sexualised behaviour
 - Advise staff on appropriate responses, strategies, and interventions
 - Support the creation, review, and implementation of individual risk management plans
 - Deliver training and guidance to staff on recognising, preventing, and managing harmful sexual behaviours
 - Participate in multi-agency meetings to ensure coordinated approaches to safeguarding
 - Help evaluate the effectiveness of interventions and support long-term positive outcomes for pupils
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Practitioner psychologist- Jodi Lyn

Role:

- Provide psychological expertise to support pupils with social, emotional, mental health needs, including those presenting with concerning or harmful sexual behaviours
- Assess emotional, behavioural, and developmental needs to inform individual support and risk management
- Advise staff on trauma-informed, evidence-based approaches to behaviour and emotional regulation
- Support safeguarding, behaviour, and therapeutic frameworks within the school.

Contribution to pupils behavioural and emotional needs:

- Conduct psychological assessments and contribute to formulation and planning
- Support the development and review of individual behaviour support and risk management plans
- Provide consultation and guidance to staff to promote consistent, psychologically informed practice

- Contribute to staff training on attachment, trauma, emotional regulation, and boundaries
- Support multi-agency working, including liaison with external professionals where appropriate
- Inform reintegration, transition planning, and long-term outcomes for pupils

Chartered Psychologist and Registered Forensic Psychologist/ Practitioner- Darren Johnson

Role:

- Provide specialist forensic and psychological expertise to support pupils presenting with complex, high-risk, or harmful behaviours, including harmful sexual behaviours
- Lead on psychological formulation, risk assessment, and risk management approaches within the school
- Advise senior leaders on safeguarding, behaviour strategy, and trauma-informed practice
- Support statutory and non-statutory processes through professional psychological input

Contribution to pupils behavioural and emotional needs:

- Complete specialist forensic and psychological assessments to inform understanding of behaviour and risk
- Contribute to the development, implementation, and review of individual risk management and behaviour support plans
- Provide expert consultation to staff on managing risk, boundaries, and safe practice
- Deliver training and supervision to staff on trauma, attachment, boundaries, and managing high-risk behaviours
- Support multi-agency working, including social care, YOT, CAMHS, and other external professionals
- Provide expert input to safeguarding decision-making, reviews, and transitions
- Support positive long-term outcomes through evidence-based intervention and oversight

Social care

Role:

- Safeguard and promote the welfare of children in line with statutory responsibilities
- Support pupils at risk of harm, including those displaying harmful sexual behaviours
- Liaise with schools, families, and other agencies to ensure child protection and wellbeing

Contribution to pupils behavioural and emotional needs:

- Conduct statutory assessments and contribute to Child Protection or Child in Need plans
- Provide guidance to the school on safeguarding, thresholds, and risk management
- Work collaboratively with staff to support behaviour interventions and safety planning
- Support reintegration, transition, and long-term care planning for vulnerable pupils
- Attend meetings, provide reports, and monitor the impact of interventions on pupil safety and development
- Act as a key partner in multi-agency planning to reduce risk and improve outcomes

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

Section	Details
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/carers 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.