



## 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. Individual pupil risk assessments / pupil passports**

- Individual risk assessments and 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 with SEND have pupil passports and individual risk assessments which complement 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**

Our school values and ethos revolve around keys connect, using Trauma-informed Attachment practice within our school, promoting therapeutic relational support. We use keys connect to recognise positive behaviour and promote the behaviours we expect to see from our pupils. To recognise positive behaviour, we use a range of strategies such as praise and positive phone calls home when pupils show the behaviours we want to see. We use reward assemblies, certificates and strategies to support positive behaviour choices. When pupils display behaviours which aren't in line with our values, we use a restorative approach to help talk through the behaviours with the young person and reflect on how we can make better choices next time.

To support improvements in positive behaviour through our keys connect ethos we treat every day as a new day and ensure it is a fresh start for our pupils. We do this through building positive relationships between staff and pupils and everything we do is focused on how we can develop better relationships across school, including working closely with our parents/carers. We use positive reinforcement to continually recognise good behaviour choices and staff understand how to support pupils showing unwanted behaviours by modelling the keys connect values. With our Keys clinical team, we have access to additional support for pupils and staff for further specialist help. We have used the clinical team to provide training to the SLT team which further supports our school values and ethos. Arbor is used as a school wide approach to tracking behaviour and allows us to unpick specific behaviours across the schools and give pupils the best support needed at this point in time. From reviewing Arbor reports, we are able to identify suitable interventions for both individuals and class groups, as well as identifying where staff may need additional support with behaviour interventions. To support this we use Boxall profiles, this enables staff to focus on individual pupils and their needs, setting outcomes which pupils work towards.



**Appendix B: Individual Risk Assessment template**

**Purpose**

The individual risk assessment 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	
Date of birth	
Initial assessment date	
Completed by	
Who contributed	

Revision dates			
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

Assessment of risk	Risk Score	Risk Level	Updated on	Updated by
Absconding				
Allegations				
Arson				
Attendance				
Bullying				
Criminal Activity				
Eating Disorders				
Medical				
Medication				
Mental Health				
Negative Interactions				
Personal Hygiene				
Safeguarding inc Social media				
Self-Injurious Behaviour				
Sexualised Behaviour				
Smoking/Vaping				
Substance misuse				
Suicidal Ideation				
Transportation				



Violence and Threats of Violence				



1. RISK					
<b>Risk Title</b>					
<b>Residual Risk Level</b> <small>(Complete at the end)</small>	Low		Medium		High
Assessing <b>residual</b> risk: (After all risk control measures have been implemented)					
Likelihood score		Consequence score		Residual risk score	
2. UNDERSTANDING THE RISK					
<b>Risk to whom:</b>					
<b>Previous Occurrences / Historical Information:</b>					
<b>Hazards (potential source of danger):</b>					
<b>Triggers (something that happens before a particular event or situation):</b>					
<b>Indicators (sign or signal):</b>					
<b>Assessing presenting (inherent) risk:</b> (Before any risk control measures have been implemented)					
Using the Risk Rating Matrix (Appendix 1) score the inherent risk before the control measures are put in place. The risk score is the likelihood score multiplied by the consequence score.					
<b>N.B.</b> Ensure the <i>Share Risk Protocol</i> is adhered to when assessing high risks/concern to ensure that relevant parties are involved in decision making.					
Likelihood score		Consequence score		Inherent risk score	
3. CONTROL MEASURES (including clinical strategies where applicable):					
<b>Before:</b>					
<b>During:</b>					
<b>After:</b>					
4. REVIEW AND EVALUATION OF RISK					
Name	Role	Comments		Date	



Appendix C: Level of Response Poster for Staff

## INCIDENT AND BEHAVIOUR REPORTING LEVELS OF RESPONSE



### LEVEL 5

External agency support and/or exclusion.



### LEVEL 4

Escalated with SLT and resolved.



### LEVEL 3

Escalated with pastoral support and resolved.



### LEVEL 2

Staff added and resolved, with the support of a colleague.



### LEVEL 1

Staff added and resolved.



verbal behaviour  
physical behaviour  
refusal to engage  
refusal to follow instructions  
health and safety risk  
damage  
absconding  
other

### Incident Summary

CONTEXT  
BEHAVIOUR  
ACTIONS



When adding Arbor logs, do not assign to others - alerts occur automatically.



## Appendix D – Pupil Passport

<b>Name:</b>	<b>Date of birth:</b>	<b>Next review date:</b>
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Category	Details
Background	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
Historical barriers to progress (include attendance, behaviours and attitudes)	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
Current barriers to progress (include attendance, behaviours and attitudes)	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
Triggers	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
Hopes, dreams and aspirations for the future	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
Independent skills (travel, self-care, shopping and access to community)	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
Teaching and learning (rates of progress, likes/ dislikes, effective strategies)	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
Intervention	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
Medication	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>