



BEHAVIOUR POLICY

Headteacher

Paul McLean

Signed.....

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(Governing Body)

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We are a school that has empathy, understanding, love, care and support at the heart of our behaviour policy. Always seeking to understand what behaviours are communicating to us and planning individualised support to develop communication. As a school we are all responsible for modelling and leading by example our school behaviour policy.

The cornerstones and golden rules of our behaviour policy are”

Relationships – Be Kind

Reflection – Be Safe

Regulation – Be Ready

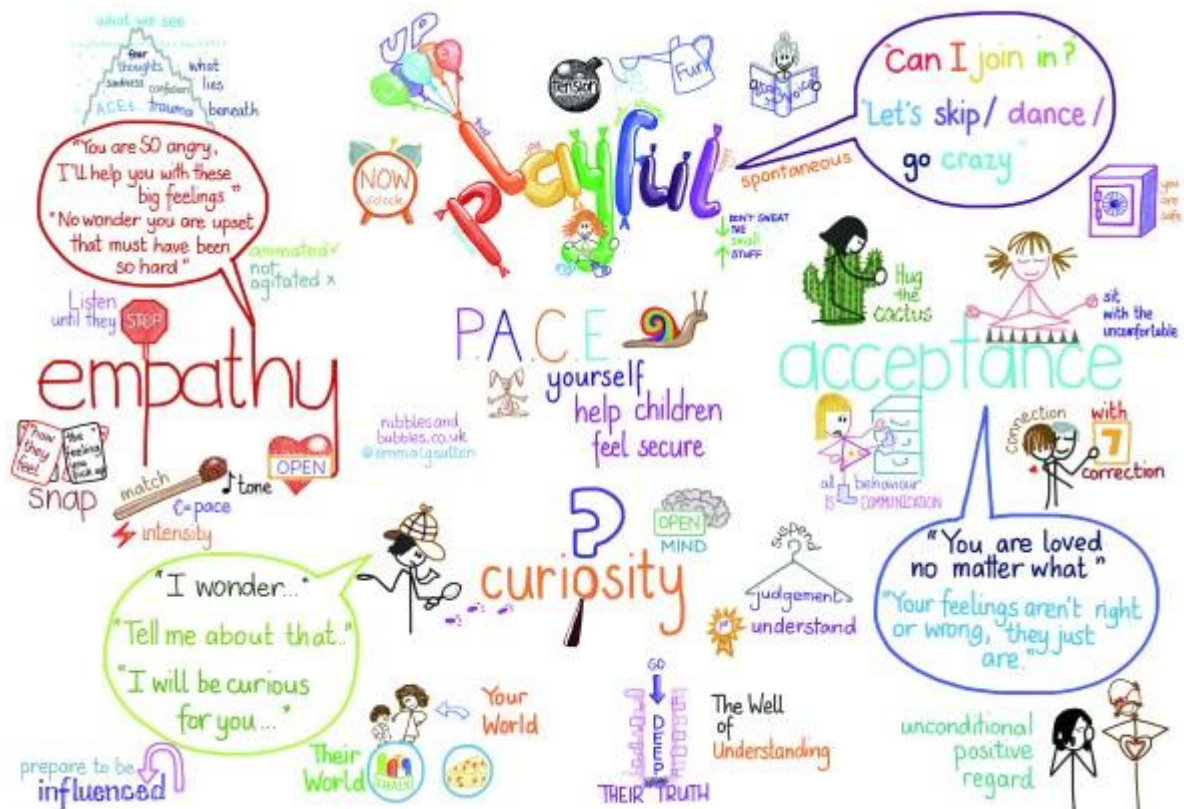
RELATIONSHIPS

At Kirkleatham Hall School we believe that without investment in relationships all our efforts will be fruitless. Relationships give us the tools/keys to work with each other and support and develop the whole student. The key to building strong relationships is investment of time and energy!

At Kirkleatham Hall School we believe that Relationships are key to everything we do! All our relationships begin with the **LOVE** we feel for our school and all those in our care.

Developing Relationships using P.A.C.E

Playful, Accepting, Curious, Empathic



PACE was developed by Dr Dan Hughes (a clinical psychologist specialising in childhood trauma) more than 20 years ago as a central part of attachment-focused family therapy. It was created with the aim of supporting adults to build safe, trusting and meaningful relationships with children and young people who have experienced trauma. The approach focuses on building trusting relationships, emotional connections, containment of emotions and a sense of security.

PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is done by communicating the four elements of PACE together flexibly, not as a step by step process.

At Kirkleatham we view the element of playful within PACE as being yourself and using your uniqueness to enthusiastically develop relationships whilst also recognising the importance of individuality in our staff and students.

Using PACE helps adults to slow down their reactions, stay calm and tune into what the child is experiencing in the moment. It supports us to gain a better understanding of what the child is feeling. In tricky moments it allows us to stay emotionally regulated and guide the child through their heightened emotions, thoughts and behaviours. In turn, PACE helps children and young people to feel more connected to and understood by important adults in their life and ultimately, to slow down their own responses.

We provide extensive training for staff on behaviour this includes annual Team Teach training and previously Thrive training. We have 6 members of staff that have completed THRIVE practitioner training

Our relationships with each other - We provide good models of behaviour at all times for our pupils, Remembering some may have less helpful relationship models in life outside of school. We are a support to one another as well as reflective colleagues offering reflection in the form of celebration and supportive challenge. For full details of the importance of our relationships with each other, see the Staff Code of Conduct.

REFLECTION

“It's on the strength of observation and reflection that one finds a way. So we must dig and delve unceasingly.” ~ Claude Monet

Reflection on one's own practice is an important aspect of lifelong learning. At Kirkleatham Hall School we believe being a reflective community is the key to success in all that we do!

“Without reflection, we go blindly on our way.” ~ Margaret J. Wheatley

Reflection can take a number of forms, self-reflection, one to one supported reflection and group reflection. Reflection is an important part of debriefings, behaviour support meetings and training

In-order for one to one supported and group reflection to take place positively and successfully it is as important to foster a supportive culture where challenge and questioning of practices and behaviour are expected and welcomed and not perceived as threat or insult.

“Life can only be understood backwards; but must be lived forwards” – Soren Kierkegaard.

It is expected that we will not always make the right choices but with independent and supported reflection we can plan and always develop our choices. Without reflection we will continue to make the wrong choices and this is not acceptable.

When students exhibit out of character, challenging or behaviour requiring support including Team Teach, Reflection must take place. This should be on an individual basis but also within classes and phases.

Flexibility and uncompromising support.

**When a flower doesn't bloom, you fix the environment in which it grows, not the flower."
Alexander Den Heijer**

We believe flexibility is key in meeting the individual needs of all our students, Flexibility in our practice, our curriculum, our timetabling and our use of environments.

When students require a greater level of flexibility and support, individual support plans are implemented and these are shared with all who support the student to ensure consistency.

The role of rules

- i. It is important that we provide clear behavioural boundaries and guidelines within which our pupils operate.
- ii. However, it is equally important to remember that when working with children with severe learning difficulties to remain flexible. Over rigid application of a 'rule' to some children

may create more difficult behaviours than it was designed to avoid. Rules are more effective when they are positively framed from adults with positive relationships with pupils and used to reinforce and develop desired behaviours.

- iii. All staff must take a flexible approach determined by the individual needs of pupils. This should be communicated effectively through class, key stage and staff meetings so that consistency of approach is ensured.

Our Golden rules:

- Be Here
- Be Ready - Regulation
- Be Kind - Relationships
- Be Safe - Reflection

The rules are statements that encourage the children to adopt a range of positive behaviours and attitudes.

REWARDING POSITIVE BEHAVIOUR

Some pupils especially those that have experienced insecure attachment are less likely to respond to rewards or consequences and may sabotage or disregard rewards and if left out of a 'reward trip' feel punished because they cannot meet the behavioural expectations. Rewards therefore have to be used carefully so they do not, by default, become punishments. However, rewards can be effective for motivating most pupils with an aim on focusing positive rewards for positive behaviour rather than focusing on undesirable or negative behaviour.

- Behaviour that leads to rewarding consequences are more likely to be repeated for most pupils.
- All staff are actively involved in consistently focusing on rewarding positive behaviour.
- The types of rewards used across the school are varied and reflect the individual nature of class groups and pupils.

Informal rewards include;

- Smiles/positive eye contact/gestures.
- Targeted praise statements to the pupil or groups of pupils.
- Peer group praise, both spontaneous and planned.
- Direct positive praise home to parents.
- Additional responsibilities.
- Sharing good work and behaviour with peers/adults/senior staff.
- Written comment on work/books.
- Displaying good work.
- Work towards an activity chosen by the pupil.
- Recognition and celebration of learning and behaviour in assembly

Consequences / Support

At Kirkleatham Hall School we do not have a consequence system as we believe all behaviour is a communication, therefore this is a learning and development opportunity, for us as a school to put interventions in place to support students to communicate in the most appropriate way and be safe. Class teachers are responsible for formulating

student support plans, in more complex situations school behaviour support meetings take place with SLT support. We work closely with Treetops Occupational therapy, LDCAHMS and the IPBS Team as additional support partners.

Natural consequences are the interventions we put in place to support behaviours and promote safety.

Interventions: (list not exhaustive)

Sensory diets

One to one time

Transition support from greeting to specifically planned transitions

Responsibilities

Environments, from work-spaces to individual spaces

Alternative activities

Consequences must seek to teach better or a change in behaviour, not punish. We want our students to feel we are here to support them therefore consequences must be **natural, relevant and logical**.

Consequences must never:

1. Use ridicule, sarcasm or remarks likely to undermine a student's self-confidence.
2. Invite public or private humiliation.
3. Apply sanctions to whole group or class.
4. Should not leave a student unsupported or unsupervised.
5. Never miss out on nurture interventions
6. Consistently deny a student access to a particular part of the curriculum

Safety issues resulting in Suspension or Exclusion:

In situations where a student's behaviour becomes unsafe to the individual, other students, staff or members of the public, the Senior Leadership Team will consider suspension and exclusion. Ultimately the Head Teacher will make the decision to suspend or permanently exclude.

Suspension would be used as a period of time to make the situation safe on the students return this could include staffing, environment and planning.

Exclusion would only be considered in the most extreme situations where it is agreed that the situation cannot be made safe.

Department for Education,

Suspension and permanent exclusion guidance

Permanent exclusion. A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Regulation

Regulation is an essential part of supporting behaviours. When we are emotionally dysregulated we can find it hard to think, and we can behave in an extreme way from fight or flight to freeze response.

When we struggle to regulate our feelings we experience a feeling and behaviour as a result of it without thought. Being good at regulating our feelings means that we are able to feel, think and choose what to do, then behave. This is what we are aiming towards with all our students.

We are constantly emotionally regulating in three different ways:

Physiologically: Using our breathing, our hearts and our bodies to help combat the physical results of dysregulation such as breathing heavy feeling hot and bothered and even a little twisted up and sick. We can support this with close contact such as hugs and reassuring touch, walking together and breathing together. Many of our students have a sensory diet this is also physiological regulation.

Relationally: This is why relationships are so important supporting each other to regulate our feelings. By building relationships we break down barriers and create the best conditions for support, care and the enjoyment of each other.

Cognitively: This is the ability to think through our problems, feelings and situations we find ourselves in and make choices to how we react. This process often has to be supported.

Our staff play a key role in developing students regulation strategies through activities, co-regulation, modelling and sharing our thoughts to name and recognise emotions and feelings.

Behaviour for learning:

We seek to create a learning environment that promotes independence, aspiration and engagement through investment in relationships and communication.

We do this through:

- Individualised approach – to relationships, to regulation and to reflection and understanding
- Consistent routines – timetables, classroom routines, individualised routines.
- Communication support, objects of reference, pictorial communication, Makaton and the development of verbal communication.
- Aspirational expectations
- Targeted steps to develop independence and life skills
- Engaging through and exciting, interesting curriculum with opportunities to develop personal interests delivered in ways that best supports a student's needs.

Roles and Responsibilities

The role of the SLT

- It is vital that the SLT understand that any decisions taken relating to organisation and curriculum may affect the school ethos.
- The SLT need to be responsive to the concerns and ideas of staff to facilitate two-way communication. Regular meetings are therefore important, these take the forms of informal

discussions, response to CPOMS, team behaviour and support meetings and as part of formal whole school training to review Individual Support plans.

- Staff should feel free to raise issues and feel confident that the concerns will be considered in a professional forum.
- The SLT should provide advice and support in specific situations relating to students' behaviour.
- It is SLT and ultimately the Head Teachers responsibility to make the decision to suspend or permanently exclude.

It is part of the role of senior and experienced members of staff that they set an example in their attitude and behaviour towards students and other staff (respect and support being the key) and that they communicate the school's philosophy sensitively and effectively to other members of staff

The role of the whole organisation

- To model positive relations through greetings, communications, respect and the PACE model.
- Creating a consistent, supportive and calm approach will help prevent the need for reactive measures to be taken
- Creating a safe environment promoting security through consistent routines and clear boundaries
- Students with SLD and PMLD need at all times to have their own individual special needs borne in mind – be flexible
- Recognition of individual student unique identity and consideration of their needs.
- For students to be treated with dignity and respect and feel a valued member of the learning community.
- Support students to learn how to self-regulate.
- Give students time to greet people when coming into school each day
- Lunchtimes should be pleasurable and free from pressure to eat quickly; respect dietary needs and likes / dislikes
- Opportunities for free play in appropriate environment; students to use self-regulating strategies
- Organisation to prevent boredom and frustration.

The role of parents/ carers.

- A shared understanding and dialogue between school and home about behaviour, safety and other issues is extremely important. Parents are involved in discussions regarding behaviour and consulted when an Individual Support Plan is written and implemented.
- Opportunities for parents to discuss problems and successes with staff exist at annual reviews, coffee mornings, social events, fundraising events, meet the team and shared classroom experiences etc.
- Communication between home/school using communication books, Marvellous Me consistently and fairly.

The role of the environment

- The environment should be pleasant, include evidence of the valuing of students work through written, symbols and photographic evidence. (when appropriate)
- There should be adequate facilities that provide students with opportunities for enjoyment, success and unstructured learning and play times.
- Areas should be available throughout school that allow pupils space to reflect and regulate. There should also be areas that allow staff to use physical intervention techniques safely.

The role of the curriculum

At Kirkleatham Hall School we aim to provide a curriculum that is stimulating and challenging but also enables every student to succeed.

- Issues such as self-esteem, caring for others, right and wrong, self-control, respect for ourselves and others need to be explicitly and sensitively taught. The philosophy and ethos of Kirkleatham Hall School supports the PACE principles of developing and being in relationship.

- In addition to this most settings have dedicated sessions for PRHE, Citizenship and RE curriculum that ensures that the development of a positive ethos is covered consistently throughout school.
- A student is less likely to display difficult behaviours if his / her self-esteem is high and if their achievements (behavioural, academic or other) are recognised and celebrated.
- A student is less likely to display difficult behaviours if they feel understood, communication forms an essential part of our curriculum

Positive touch and Physical Intervention

Physical Contact is much more than simply restraint. Positive touch includes a range of affectionate caring touch such as hugs, high fives and hand holding, this models age and stage of development appropriate caring touch and is a vital part of relationships and our supportive approach to behaviour. We recognise that for some students, touch is not something they seek or enjoy. Touch supports both physiological and relational regulation. Some of our students require deep touch this is supported by Tree Tops, our sensory Occupational therapists and should be part of the students Sensory Diet and be integrated into individual timetables.

Kirkleatham is a Team Teach school, Team Teach positive behaviour training supports Kirkleatham Hall School's holistic approach, it focuses on understanding and supporting behaviours and gives staff the techniques to safely physically support students as a last resort to keep themselves and others SAFE.

We have a team of four trained Team Teach trainers in school and all SLT, teaching staff, teaching assistants and administration staff complete a 12 hour Basic Team Teach training which is then maintained through regular refresher training.

Statement from Team Teach

Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe"

Team Teach:

- should rarely be used, and only after all other interventions have been exhausted, and only by staff who have had the recognized Team Teach training, and this is up to date
- should **only** be used if the pupil is putting himself or others in danger and where failure to intervene would constitute neglect
- if used, it must be recorded in the school's Incident Book – located in the main school office
- an **Individual Risk Assessment** will need to be carried out – this might apply when an individual pupil/child needs physical interventions using Team Teach strategies as a part of an on-going behavior support plan.
- staff need to be able to establish the possible consequences of using a particular Team Teach method or methods of physical intervention when difficult behaviour occurs.

- update the pupil support plan including the Team Teach physical interventions which have been successful & share with relevant colleagues
- if used, parent/carers need to be contacted before the child arrives home

As a school we are very proud of our proactive approach to behaviour support. Our skilled staff see potential dysregulation and swiftly plan and implement support plans to regulate and deescalate students and situations, resulting in the most limited use of restrictive physical intervention across school.

RECORDING

At Kirkleatham Hall school we use the CPOMS electronic recording system. We record behaviour concerns from changes in behaviour or presentation to serious incidents involving Team Teach, safeguarding concerns, friendship issues, bullying and child on child abuse, sexualised behaviour, Offensive behaviour towards identity.

SAFEGUARDING AND BEHAVIOUR

At Kirkleatham Hall School we recognise that changes in behaviour can be indicative of safeguarding issues and will be investigated as such as explained in our Safeguarding and Child Protection Policy.

We recognise also that there is the potential for pupils to be both victims and/or perpetrators.

Serious Violence

All staff are made aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. In addition, staff are aware of the range of factors which increase the likelihood of involvement in serious violence such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment
- being involved in offending e.g. theft or robbery

Staff will notify the DSL immediately if they are concerned about any child.

The DSL and safeguarding team will liaise with other agencies, including social care and the police as required.

Sharing Nudes and Semi-nudes

Sharing nudes and semi-nudes is when someone shares sexual, naked or semi-naked images or videos of themselves, or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops or any device that allows the sharing of media and messages. All incidents must be reported to the DSL, as soon as practically possible who will follow the guidance in

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Sharing nudes and semi nudes: advice for education settings working with children and young people, December 2020

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

The key consideration is for staff not to view or forward illegal images of a child.

Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Staff are aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk. Staff are aware of the importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and,
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Harmful Sexual Behaviour (HSB)

Children’s sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is “harmful sexual behaviour” (HSB). The term has been widely adopted in child protection. HSB can occur online and/or face to face and can also occur simultaneously between the two. HSB should be considered in a child protection context. When considering HSB, ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years’ difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

In relation to behaviour specifically, we have two approaches depending on the situation.

1. Is behaviour exhibited giving a cause for concern in that it may indicate that the child or young person is a victim?
2. Is the child or young person potentially a perpetrator?

In all circumstances, school will follow national guidance and safeguarding procedures, seeking advice from other agencies as deemed appropriate.

Our response will be

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Pupils will be assured that we

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Do not tolerate or accept abus

