Behaviour Policy

Policy Number:	EDU.POL.027	Policy Owner Job Role	Quality Manager
Issue Number:		Ratified By	Quality Director
Issue Date:	01.07.26	Service Type:	Schools
		Applicable Services:	Education
Contributors	Rob Arrowsmith		
Mandatory Policy	Yes		
Note	This policy must not be amended without prior approval of the Education Director		

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1. Supporting Documents

This policy should be read alongside our:

- Positive Handling and Physical Intervention Policy (EDU.POL.020)
- Safeguarding Children in Education Policy (EDE.POL.002)
- Anti-Bullying Policy (EDU.POL.007)
- Suspension and Permanent Exclusion Policy (EDU.POL.012)
- Searching, Screening and Confiscation Policy (EDU.POL.035)
- Mobile Phone Policy (EDU.POL.040)
- Online Safety Policy (EDU.POL.009)
- Attendance Policy (EDU.POL.005)
- SEND Policy (EDU.POL.022)

Related policies are held within RADAR in the School's policy folder.

2. Introduction

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Park House School is a special school. Many of our pupils have experienced disruption, trauma or exclusion from previous settings, and their behaviour is often the clearest way they tell us how they are feeling. At Park House School we treat behaviour as communication, and we respond with warmth, structure and high expectations rather than blame.

This policy sets out how we promote positive behaviour, how we respond when behaviour falls short, and the standards every member of our community can expect. It is built on the belief that pupils behave well when they feel safe, understood and respected, and when the adults around them are calm, consistent and fair.

Our approach is grounded in Keys Connect, our relational and trauma-informed model. At Park House School we build positive behaviour through strong relationships, a sense of belonging and a curriculum that engages every pupil.

3. Aim & Scope

This policy applies to all staff, pupils, parents and carers, and visitors at Park House School. It applies in school, on school activities and visits, on the journey to and from school, and to behaviour online or out of school where it affects the school community or another pupil. It aims to:-

- set clear, consistent and high expectations of behaviour which every pupil can understand and meet
- help pupils to develop self-regulation, responsibility and the social skills they need to thrive
- set out a fair, graduated and restorative response to behaviour that falls short of those expectations
- keep pupils and staff safe and make sure any response to behaviour is reasonable, proportionate and the least intrusive option
- meet our duties under the Independent School Standards and current statutory guidance

4. Abbreviations and Definitions

This policy uses the following terms:

- Behaviour curriculum: the routines, expectations and social and emotional skills we teach explicitly so that pupils know how to behave well.
- Restorative practice: a structured conversation that helps a pupil understand the impact of their behaviour, repair harm and put things right.
- Sanction: a reasonable and proportionate consequence applied in response to misbehaviour.
- Suspension and permanent exclusion: a formal decision to remove a pupil from school for a fixed period or permanently, dealt with under our separate Suspension and Permanent Exclusion Policy (EDU.POL.012).

5. Policy Content

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5.1 Principles and Approach

At Park House School our practice is guided by these principles. All behaviour is communication. We seek to understand the need behind the behaviour, including trauma, attachment, sensory and communication needs, before we respond. Relationships come first. Warm, consistent and predictable relationships are the foundation of good behaviour. Expectations are high and they are the same for everyone, adjusted only where a pupil's needs make that fair. Responses are calm, consistent and the least intrusive that will keep everyone safe. We repair rather than shame. We prefer natural and restorative consequences to punishment that isolates or humiliates. We notice the positive. Strength-based language and genuine praise shape our daily interactions.

5.2 Behaviour in Practice

Behaviour expectations and the behaviour curriculum

At Park House School we teach behaviour, we do not assume it. We set out clear, simple expectations and we teach the routines, language and social and emotional skills that help pupils meet them. Expectations are shared with pupils, staff and parents, and they apply across the whole school day.

Recognising and rewarding positive behaviour

We recognise positive behaviour far more often than we sanction. Praise, positive contact with home and our recognition systems reinforce the behaviour we want to see. The local detail of our recognition and reward systems is set out in the school-specific annex at Appendix A.

Responding to behaviour that falls short

Our response is graded, calm and consistent. We start with understanding and early intervention, we use de-escalation and time to regulate, and we follow up with a restorative conversation to repair harm. Sanctions are reasonable and proportionate, and we always consider a pupil's needs before we apply them.

A record is kept of the sanctions imposed for serious misbehaviour, as required by paragraph 9 of the Independent School Standards. Sanctions are recorded on Arbor and reviewed by leaders to make sure they are fair and effective.

Behaviour support plans

Where a pupil needs an individual approach, we put a behaviour support plan in place. The plan sets out the pupil's strengths, known triggers, proactive strategies and agreed responses, and it is written with the pupil, the family and relevant professionals and reviewed regularly. Schools may use a different name for this document, for example an individual education plan. A template is at Appendix B. Plans are held on Arbor.

Mobile phones and electronic devices

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At Park House School we are a mobile-phone-free environment by default. Pupils are not to use mobile phones or personal electronic devices during the school day, including during lessons, the time between lessons, breaktimes and lunchtime.

Where a pupil brings a phone or device to school, it is handed to designated staff at the start of the day, kept securely, and returned at the end of the day. Any agreed exception for a medical or special educational need is documented in the pupil's individual plan.

Misuse of a phone or device, including bullying, sharing inappropriate content or accessing harmful material, is treated seriously and dealt with under this policy and the Safeguarding and Online Safety policies (EDU.POL.009). Staff may search for and confiscate a phone in line with section 7.6 below. This approach reflects the Department for Education guidance on mobile phones in schools and the duty under the Children's Wellbeing and Schools Act 2026 to have regard to that guidance.

Searching, screening and confiscation

Staff authorised by the headteacher may search a pupil or their possessions where they have reasonable grounds to suspect the pupil has a prohibited item, in line with the Department for Education guidance on searching, screening and confiscation. Reasonable force may be used to search only for prohibited items such as knives, weapons, alcohol, illegal drugs or stolen items, never for an item identified only in the school rules. Where a search raises a safeguarding concern, the Designated Safeguarding Lead is informed without delay. Detailed search procedures are set out in our Searching, Screening and Confiscation Policy (EDU.POL.035).

Use of reasonable force and physical intervention

Physical intervention is always a last resort, used only to keep a pupil or others safe, and never as a punishment. How and when reasonable force may be used, the techniques staff are trained in, and how every incident is recorded and reported are set out in full in our Positive Handling and Physical Intervention Policy (EDU.POL.020). The recording and reporting of seclusion and restraint, including the duties under Standards 16A and 32A, is dealt with in that policy and is not duplicated here.

Restrictive practices will be regularly reviewed to ensure they remain lawful, necessary, proportionate and in the pupil's best interests.

Suspension and exclusion

Any decision to suspend or permanently exclude a pupil is taken by the headteacher under our Suspension and Permanent Exclusion Policy (EDU.POL.012). As an independent school we are not bound by the statutory

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exclusion process that applies to maintained schools and academies, but we have regard to the principles of fairness in the Department for Education Suspension and Permanent Exclusion guidance. Suspension and exclusion are never used to manage a pupil's needs in place of proper support.

Part-time timetables

At Park House School a part-time timetable is never used as a behaviour management tool. A reduced timetable is only ever used as a short-term, planned measure to meet a pupil's medical or reintegration needs, agreed with parents and kept under review, in line with attendance guidance and our Attendance Policy (EDU.POL.005).

Behaviour beyond the school gate and online

We may respond to behaviour outside school, including online, where it affects another pupil, a member of staff or the reputation and safe running of the school. Online behaviour, including bullying through phones or social media, is dealt with under this policy alongside our Anti-Bullying and Online Safety policies (EDU.POL.009).

5.3 Recording, Monitoring and Reporting

Behaviour incidents and sanctions are recorded on Arbor (and RADAR if it involves a restrictive physical intervention), including a record of sanctions for serious misbehaviour as required by paragraph 9 of the Independent School Standards. Leaders analyse behaviour data to identify patterns across pupil groups, including pupils with SEND and other vulnerable pupils, and use it to target support and improve practice. Behaviour data and the impact of this policy are reported to the Proprietor and Governors on a regular cycle.

5.4 Equality and Inclusion

At Park House School this policy is applied fairly and without discrimination, in line with the Equality Act 2010. Many of our pupils have special educational needs or disabilities, and we make reasonable adjustments so that expectations and responses are fair for every pupil. We monitor the impact of this policy on pupils with protected characteristics and adapt our practice to remove disadvantage. Any concern that this policy disadvantages a pupil or group should be raised with the headteacher.

6. Responsibilities

6.1 Pupils

Follow the behaviour expectations and take part in setting and reviewing them. Reflect on their behaviour and its impact on others, and engage with restorative conversations and support plans.

6.2 Staff

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Model warmth, curiosity and consistent boundaries, and build positive relationships with every pupil. Teach the behaviour curriculum and apply expectations and sanctions fairly and consistently. Use de-escalation and co-regulation, and record incidents accurately and promptly on Arbor.

6.3 Leadership

Set and uphold a positive behaviour culture and make sure expectations are applied consistently across the school. Make sure staff are trained and supported, and monitor behaviour data to improve practice. Decide on suspensions and exclusions under the Suspension and Permanent Exclusion Policy (EDU.POL.012).

6.4 Governance

Hold leaders to account for the behaviour culture and review behaviour data and the impact of this policy.

6.5 Parents and carers

Work with the school to reinforce positive behaviour and engage with communication, support plans and reviews.

6.6 Named leads

The named lead for behaviour at Park House School is Ryan Barlow (Deputy Head). The Designated Safeguarding Lead is Ann-Marie Oliver.

7. Training Requirements

All staff receive induction and ongoing training in trauma-informed practice, the Keys Connect model and de-escalation. Staff who may need to use physical intervention are trained in an accredited approach, refreshed in line with that accreditation. Our positive handling training is set out in the Positive Handling and Physical Intervention Policy (EDU.POL.020). Training needs are reviewed at least annually and after any significant incident or change in guidance.

8. Equality Impact Statement

All policies will be developed and implemented in a manner that promotes equality, diversity, and inclusion, ensuring fair and equitable treatment for all individuals. Policies must align with relevant equality legislation and reflect the expectations and standards set by our regulatory bodies. They will demonstrate a commitment to eliminating discrimination, advancing equality of opportunity, and fostering an inclusive environment that respects and values the diverse needs, backgrounds, and experiences of those we support, as well as our workforce.

9. Sources of Information / References

This policy reflects current legislation and statutory guidance, including:

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- The Education (Independent School Standards) Regulations 2014, Part 3, paragraph 9 (a written behaviour policy, implemented effectively, with a record kept of sanctions for serious misbehaviour)
- The Independent School Standards: Guidance for independent schools, Department for Education, April 2026 (paragraph 9, 3.19 to 3.23)
- Behaviour in Schools: advice for headteachers and school staff, Department for Education, February 2024
- The Children's Wellbeing and Schools Act 2026 (the duty to have regard to national guidance on the use of mobile phones in schools)
- Mobile phones in schools, Department for Education, 19 January 2026
- Searching, Screening and Confiscation: advice for schools, Department for Education, July 2022
- Keeping Children Safe in Education 2025, and Keeping Children Safe in Education 2026 from 1 September 2026
- The Equality Act 2010
- Suspension and Permanent Exclusion guidance, Department for Education, July 2026, to which we have regard as good practice

10. Version Control

This document can also be found in the following locations and should be amended in the following (ie. Circle, Nourish, Radar):

This policy is reviewed annually, or sooner if legislation or statutory guidance changes. The next review date and version history are recorded in the control table above. The named owner for review at Park House School is the headteacher.

11. Appendices

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11.1 Appendix A: School-Specific Behaviour Annex

At Park House School the following local arrangements apply:

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 school. From reviewing Arbor reports, we can identify suitable interventions for both individuals and class groups, as well as identifying where staff may need additional support with behaviour interventions.

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11.2 Appendix B: Behaviour Support Plan Template (Individual Risk Assessment and Pupil Passport.)

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

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				

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1. RISK						
Risk Title						
Residual Risk Level (Complete at the end)	**Low**		**Medium**		**High**	
Assessing **residual** risk: (After all risk control measures have been implemented)						
Likelihood score		Consequence score		Residual risk score		
2. UNDERSTANDING THE RISK						
Risk to whom:						
Previous Occurrences / Historical Information:						
Hazards (potential source of danger):						
Triggers (something that happens before a particular event or situation):						
Indicators (sign or signal):						
Assessing <u>presenting (inherent) risk</u>: (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. **N.B.** Ensure the ***Share Risk Protocol*** 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):						
Before:						
During:						
After:						
4. REVIEW AND EVALUATION OF RISK						
Name	Role	Comments		Date		

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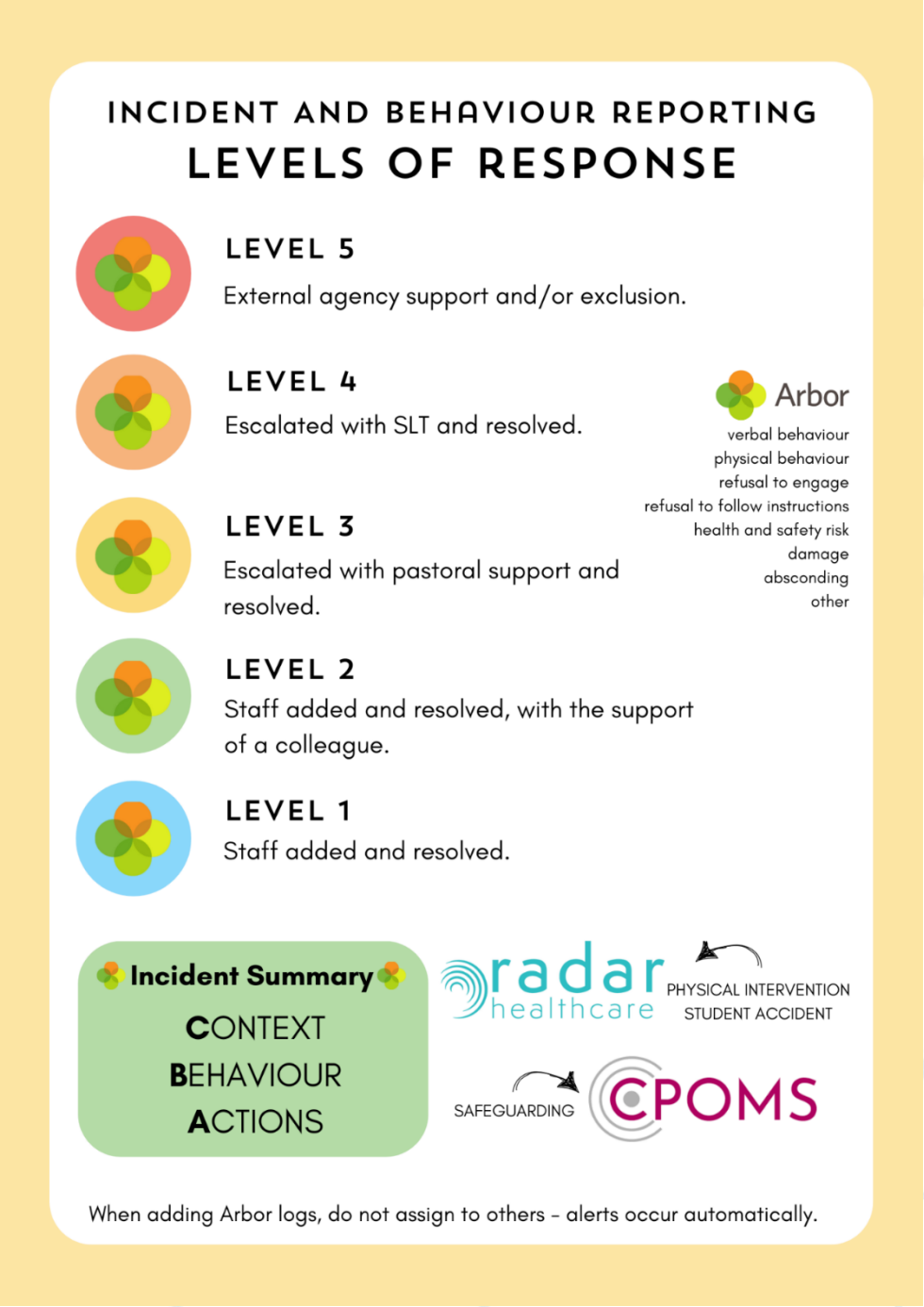
Name:	Date of birth: Year	Version Next review date:
Start Date:		
Attendance Year to Date:	Attendance Action Plan:	Attendance Stage:
Assessment Data		
Maths:	Writing:	Comprehension:
Reading Age:	English:	Maths:
Science:	PHSE:	PE:
Food Tech:	Humanities:	Art:

Category	Details
Barriers to learning	
SEND/ Medical	
Adaptions	
Interventions	
Triggers and early warning signs	
What works:	
Family	
Historical barriers to progress (include attendance, behaviours and attitudes)	
Hopes, dreams and aspirations for the future	

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1.1 Appendix C – Level of response poster for staff

This is to support and guide staff with logging incidents accurately, reflecting the support a pupil has required



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