

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

Keys

Sunny Hill 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 Sunny Hill 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 Sunny Hill 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 Sunny Hill 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

5.1 Principles and Approach

At Sunny Hill 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 Sunny Hill 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 of the Pupil Support Plan is at Appendix C. Plans are held at [Sunny Hill Pupil Support Plan](#)

[2026.docx](#). A template of the One Page Profile is at Appendix D. Plans are held at [One page profile blank .docx](#)

Mobile phones and electronic devices

At Sunny Hill 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.

Any site-specific exception to the mobile-phone-free position must be set out here with a clear behavioural and safeguarding rationale that the school can defend:

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 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 Sunny Hill 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 Sunny Hill 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

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 Sunny Hill School is Jessica Hocknull, Head Teacher. The Designated Safeguarding Lead is Jessica Hocknull.

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:

- 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 Sunny Hill School is the headteacher.

11. Appendices

11.1 Appendix A: School-Specific Behaviour Annex

The headteacher completes this annex with the local detail that makes the policy true for this school. Everything in this annex is school personalisation. At Sunny Hill School the following local arrangements apply:

Our school values and how they shape behaviour:

Our Behaviour Principles

At Sunny Hill School we promote:

- Safety
- Respect
- Communication
- Independence
- Kindness
- Self-agency
- Inclusion

Behaviour support is underpinned by the belief that:

- Every learner can communicate.
- All behaviour has meaning.
- Relationships are the foundation of learning.
- Regulation must come before learning.
- Behaviour support should preserve dignity and self-worth.
- Success looks different for every learner.

Our staff work to:

- Build trusting and secure relationships.
- Create predictable routines and environments.
- Promote emotional regulation and resilience.

Keys

- Support learners to recognise and communicate their needs.
- Develop independence and preparation for adulthood skills.
- Celebrate effort, progress and personal achievement.

These values are embedded through:

- Consistent classroom routines.
- Total communication approaches.
- Visual supports.
- Individual behaviour support strategies.
- Positive noticing.
- Restorative and relational practice.
- Personalised learning pathways.

Expectations for All Learners

Behaviour expectations are personalised according to individual need, communication profile and developmental stage. However, all pupils are supported to:

- Stay safe.
- Be respectful of others.
- Engage in learning opportunities.
- Communicate needs appropriately.
- Follow agreed routines and expectations.
- Care for their environment and resources.

Our daily routines, including start of day, transitions and breaks:

To reduce anxiety and support regulation, Sunny Hill School uses:

- Consistent start-of-day routines.
- Visual timetables.

Keys

- Musical cues and transition prompts.
- Structured transitions between activities.
- Individual schedules where appropriate.
- Planned movement and sensory breaks.
- Regulation check-ins throughout the day.
- Clear end-of-day routines.

Regulation Support

Learners have access to:

- Regulation spaces.
- Sensory circuits.
- Movement breaks.
- Sensory equipment.
- Communication systems.
- Co-regulation support from trusted adults.
- Occupational Therapy informed strategies.
- Individual sensory regulation plans where required.

Our recognition and reward systems:

Sunny Hill School promotes intrinsic motivation, self-esteem and individual achievement.

Recognition systems may include:

- Verbal praise.
- Positive noticing.
- Celebration assemblies.
- Certificates.
- Class rewards.
- Achievement boards.

Keys

- Communication with parents and carers.
- Personal milestones.
- Preferred activities.
- Independence awards.

Recognition focuses on:

- Engagement.
- Communication.
- Self-regulation.
- Independence.
- Kindness.
- Resilience.
- Participation.
- Achievement against individual targets.

Rewards are personalised and meaningful to each learner.

We avoid systems that create unnecessary competition or disadvantage pupils with complex SEND needs.

Key pastoral and behaviour support roles and how to refer to them:

Head Teacher

Provides strategic oversight of behaviour culture, policy implementation and quality assurance.

Deputy Headteacher

Leads operational behaviour systems, staff support and incident review processes.

SENCO

Coordinates pupil support plans and specialist provision.

Designated Safeguarding Lead (DSL)

Ensures safeguarding considerations are central to behaviour support planning.

Pastoral Team

Provides emotional wellbeing support, family liaison and intervention programmes.

Occupational Therapist (OT)

Supports sensory regulation, environmental adaptations and sensory strategies.

Speech and Language Therapist (SaLT)

Supports communication development and communication-based behaviour interventions.

Teachers and Learning Support Practitioners

Implement daily behaviour support, relational practice and individual behaviour plans.

Staff utilise a graduated and relational approach.

Universal Support

Provided for all learners through:

- Positive relationships.
- Predictable routines.
- Low-arousal environments.
- Visual supports.
- Total communication.
- Sensory regulation opportunities.
- High levels of structure and consistency.
- Differentiated learning activities.

Targeted Support

Where additional needs are identified:

- Relational Behaviour Plans (RBPs).
- Individual communication strategies.
- Risk assessments.
- Regulation plans.
- Mentoring and pastoral support.
- Therapeutic interventions.

Keys

- Targeted family support.

Intensive Support

For pupils presenting with significant behavioural challenges:

- Multi-disciplinary planning.
- Enhanced behaviour support plans.
- Functional understanding of behaviour.
- OT and SaLT recommendations.
- Team Teach approaches.
- Senior leadership oversight.
- External professional involvement where appropriate.

Responding to Behaviour of Concern

When a learner experiences dysregulation, staff will:

Stage 1 – Early Support

- Recognise signs of distress.
- Reduce demands where appropriate.
- Offer regulation strategies.
- Use supportive communication.
- Redirect and reassure.

Stage 2 – Escalation

- Maintain calm and predictable responses.
- Reduce audience and stimulation.
- Increase support and supervision.
- Follow individual behaviour plans.
- Utilise agreed de-escalation strategies.

Stage 3 – Significant Distress

- Prioritise safety.
- Remove hazards.

Keys

- Seek support from senior staff.
- Follow risk assessments and RBP guidance.
- Consider Team Teach approaches if necessary.

Stage 4 – Recovery

- Allow sufficient recovery time.
- Re-establish feelings of safety.
- Support reflection at an appropriate level.
- Repair relationships.
- Review support strategies if required.

7. Restrictive Physical Intervention

Sunny Hill School is committed to reducing restrictive practice and promoting proactive support.

Physical intervention will only be used:

- As a last resort.
- To prevent injury.
- To prevent serious property damage.
- To maintain safety where no reasonable alternative exists.

All interventions:

- Are proportionate and necessary.
- Use approved Team Teach techniques.
- Are recorded and reviewed.
- Include parent/carer notification.
- Inform future planning and risk reduction strategies.

Local and specialist agencies we work with:

Sunny Hill School works collaboratively with external services including:

- Child and Adolescent Mental Health Services (CAMHS)

Keys

- Community Paediatric Teams
- Educational Psychology Services
- Social Care Teams
- Local Authority SEND Teams
- Virtual School
- Occupational Therapy Services
- Speech and Language Therapy Services
- Health Professionals
- Family Support Services

These partnerships help ensure behaviour support is holistic, consistent and centred on the needs of the learner.

11.2 Appendix B: Behaviour Support Plan Template

The behaviour support plan helps staff understand, anticipate and respond consistently to a pupil's behaviour. It is written with the pupil, the family and relevant professionals and reviewed regularly. Complete one row for each pupil.

Section	Details
Pupil name	
Year and class	
Date of last review	
Plan author(s)	
Context and the pupil's story	Background, experiences and how these inform behaviour
Strengths and interests	What the pupil enjoys, their strengths and signs of resilience
Known triggers	Situations, environments or interactions that may lead to distress
Proactive strategies	How we prevent escalation, including adaptations and engagement
Response strategies	How staff respond, including de-escalation and agreed support
Linked risk assessments	Any associated risk assessments to read alongside this plan
Targets	Specific, positive behaviour targets framed as learning
Review dates	Schedule for regular review and update
Signatures	Staff and, where appropriate, pupil and parent or carer

Appendix C

This appendix shows the Sunny Hill School pupil support plan document.

<h3>Pupil Support Plan</h3> <p><i>Every Voice is Valued, Every Pupil is Seen, Every Future Matters:</i></p> <p>Full Section F wording from the EHCP is stored in electronic record. This PSP summarises delivery and implementation.</p>	 <p>Sunny Hill</p>
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Pupil Information

Name	
Date of Birth	
Year	
Teacher	
Date of Plan	
Review Date:	

Pupil Voice

I enjoy:	
I find difficult:	
I communicate by:	
Adults can help me by:	
My sensory preferences are:	
My future goals:	

Overview of Need

Cognition & Learning:	
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Appendix D

This appendix shows the Sunny Hill School one page profile.



Sunny Hill

Learner Profile / One Page Profile	
This is me:	Things I need help with:
What others like about me and what I like about myself:	
What is important to me now:	What are the best ways to help and support me?
What is important to me in the future – my hopes and dreams:	