Behaviour Policy Policy

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Section 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.

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Section 2 – Introduction

Snow Hill 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 Snow Hill 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. We build positive behaviour through strong relationships, a sense of belonging and a curriculum that engages every pupil.

Section 3 – Aim & Scope

This policy applies to all staff, pupils, parents and carers, and visitors at Snow 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

Section 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).

Section 5 – Policy Content

5.1 Principles and Approach

At Snow 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.** 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.

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- **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 Snow Hill 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
At Snow Hill 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.

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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 Snow Hill 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.

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5.4 Equality and Inclusion

At Snow 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.

Section 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 Snow Hill is Gareth Evans (Assistant Headteacher). The Designated Safeguarding Lead is Aaron Walklate.

Section 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.

Section 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

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respects and values the diverse needs, backgrounds, and experiences of those we support, as well as our workforce.

Section 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
- The Equality Act 2010
- Suspension and Permanent Exclusion guidance, Department for Education, July 2026, to which we have regard as good practice

Section 10 – Version Control

This document can be found in Radar.

This policy is reviewed at least annually, and sooner if legislation or statutory guidance changes or if an incident, near miss or drill suggests it should be. It is published on the school website and made available in hard copy on request. The named owner for review at Snow Hill School is the headteacher, supported by the named senior leader and named governor for allergy safety. The next review date and version history are recorded in the control table above.

Section 11 – Appendices

Appendix A - School Specific Behaviour Annex

Appendix B – Behaviour Support Plan Template

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Appendix A - School Specific Information

At Snow Hill School the following local arrangements apply:

School Values:



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Code of Conduct:



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



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Our recognition and reward systems:



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

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

TA:
Provide proactive support within the classroom, helping students to **regulate, engage and access learning**. Use agreed classroom strategies, resources and reasonable adjustments, support relationship-building and help students re-engage following difficulties. Work alongside the teacher and escalate/signpost concerns when additional support is needed.

Pastoral Staff:
Provide visible pastoral and behaviour support **on the floor**, helping students to regulate, re-engage and remain in learning wherever possible. Offer check-ins, respond to emerging concerns and **signpost students and staff to the right level or type of support**. Support students in breakout spaces and pastoral support rooms when required, in line with the Graduated Student Support process.

Teachers:
Lead **Level 1 classroom support** by creating a calm, consistent and supportive learning environment. Understand individual student needs, use agreed strategies and reasonable adjustments, and give students opportunities to regulate and re-engage. Where classroom support has been unsuccessful, follow the graduated process and work with TAs and pastoral staff to access the **next appropriate level of support**.

SLT:
Provide additional support when a student's needs have **escalated beyond classroom and pastoral interventions**, particularly where there are significant or repeated concerns or where behaviour may be unsafe. Support decision-making, relationship rebuilding, communication with parents/carers and appropriate interventions, with the aim of **removing barriers and supporting a successful return to learning**.

Across all roles: The aim is not simply to move a student through the levels. Staff should use the **lowest appropriate level of support**, prioritise relationships and emotional safety, and seek to **reintegrate the student into learning at every stage**.

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Local and specialist agencies we work with, for example educational psychology and CAMHS:

Local and specialist agencies we work with

Where a student requires support beyond the school's universal and graduated provision, we may work with or seek advice from external professionals and specialist services, with appropriate consent and in line with safeguarding procedures.

- Stoke-on-Trent Educational Psychology Service (EPS) – assessment, consultation and specialist advice around learning, development, SEND, emotional wellbeing and barriers to education. Schools/settings can request EP involvement where appropriate.
- CAMHS (Child and Adolescent Mental Health Services) – specialist assessment and support for children and young people experiencing mental health or significant emotional wellbeing needs.
- Speech and Language Therapy (SaLT) – specialist support for speech, language, communication and interaction needs.
- Occupational Therapy (OT) – assessment and advice relating to functional, physical and sensory needs.
- SEND / SENMAS and Local Authority services – advice and support relating to SEND, EHC needs assessments, EHCPs and appropriate educational provision.
- Health and other specialist services – including community paediatrics and other professionals according to the individual needs of the student.
- Early Help / Children and Family Services – coordinated support where a child or family has wider needs requiring multi-agency involvement.

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Appendix B – Behaviour Support Plan Template

STUDENT POSITIVE BEHAVIOUR PLAN

A practical, strengths-based plan for consistent support and measurable progress

STUDENT & PLAN DETAILS			
Name:		Year Group:	
Date of last review:		Author:	
School Values - how these will be promoted:		Next review date:	

UNDERSTANDING THE YOUNG PERSON		
Strengths & Qualities	Known Triggers	Context / Story

KEY SUPPORT INFORMATION		

STUDENT POSITIVE BEHAVIOUR PLAN

A practical, strengths-based plan for consistent support and measurable progress

BEHAVIOUR TARGETS & STAFF RESPONSE

Keep targets small, specific and achievable. Record what adults will do proactively, how staff will respond if difficulties occur, and how success will be recognised.

Behaviour / need	Target (small, achievable step)	Proactive steps What adults do first	Reactive steps If the young person struggles	Success criteria How will we know?
		•	•	
		•	•	
		•	•	

MONITORING, REVIEW & AGREEMENT			
How progress will be monitored:	Daily review of behaviour incidents, attendance, positive logs and staff feedback.	Review frequency:	Fortnightly
Student voice / views:	To be gathered during review.	Parent / carer views:	To be gathered during review.
Completed by:		Date:	

Review principle: celebrate progress, adjust support where needed, and keep the plan practical enough for all staff to use consistently.

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