

Lord Gowthorpe's Behaviour Policy 2025 - 2026



Behaviour Policy 2025/26

Review		
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Signed	Adele Lord-Laverick	
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INTRODUCTION

This policy provides the framework for a positive ethos that supports pupils' learning and personal development at Lord Gowthorpe's. We promote positive behaviour to create calm, safe and supportive environments where pupils and adults can learn, work and interact successfully. A strong partnership with families is essential: a consistent approach across school and home best supports pupils to self-regulate with increasing independence.

"Staff" includes anyone working in the school: employees, volunteers and those on placement. All staff are expected to apply this policy consistently, grounded in unconditional positive regard, mutual respect and supportive relationships.

Contents

- 1. Aims**
- 2. Legislation, statutory requirements and statutory guidance**
- 3. Definitions**
- 4. Promoting Positive Behaviour**
- 5. Families**
- 6. Bullying**
- 7. Maintaining Clear Boundaries and Expectations**
- 8. Assessing the Needs of Pupils Who can Present with Behaviours That Cause Concern**
- 9. Acceptable Forms of Contact and Physical Intervention**
- 10. Physical Intervention**
- 11. The Use of 'Time away'**
- 12. Restriction of Liberty**
- 13. Suspension and Exclusion**
- 14. Screening and Searching Pupils**
- 15. Behaviour outside of the School**
- 16. Roles and responsibilities**

1. Aims

This policy aims to:

- Promote positive, respectful relationships between staff and pupils.
- Provide a whole school approach to positive behaviour support to enable staff to provide person centred support that is caring, consistent and meets the needs of each and every pupil.
- Provide guidance upon the implementation of a continuous and consistent approach to positive behaviour support through the embedding of the NAPPI principles (Non abusive psychological and physical intervention)
- Define behaviours that cause concern (including bullying/child-on-child abuse) and set clear expectations for everyone.
- Guide staff on proactive support, de-escalation and restorative responses; when and how to involve other agencies.
- Define the expectations from each member of the school community
- Outline the expectations on pupils' behaviour.
- Outline the use of reasonable force and other physical contact
- Provide guidance on the positive behaviour support of pupils beyond the school gate
- Summarise the roles and responsibilities of different people in the school community with regards to positive behaviour support
- Provide guidance to staff on when to involve and liaise with other agencies to assess the needs of pupils who display continuous behaviours that are a cause for concern.
- Provide guidance to staff accused of misconduct and the management of pupil allegations (Child Protection Policy)

2. Policy, Legislation and Statutory Guidance

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour In Schools 2024
- Searching, screening and confiscation at school 2022
- The Equality Act 2010 2018
- Use of reasonable force in schools 2013
- Supporting pupils with medical conditions at school 2024
- Promoting and Supporting Mental Health and Wellbeing in Schools and Colleges 2026
- Participation of young people in education, employment or training October 2016
- Alternative Provision 2025
- Preventing and Tackling Bullying 2024
- Keeping Children Safe in Education September 2025
- Positive environments where children can flourish October 2023

It is also based on the special educational needs and disability (SEND) code of practice April 2024

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

This policy should be read in conjunction with the following School policies and with individual school procedures as appropriate:

- Code of Conduct Policy
- Anti-Bullying Policy
- Equality and Diversity Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Children Who Abscond Policy

3. Definitions

Behaviours that we regard as inappropriate include:

- Disruption in lessons, in communal areas between lessons, and at break and lunchtimes
- Repeated breaches and disregard of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: Sexual comments, sexual jokes or taunting, physical behaviour such as interfering with clothes and online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting or physical harm to another person

- Smoking (including vaping)
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are: Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, E-cigarettes or vapes, fireworks, pornographic images and any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

In respect of any behaviour where a child has suffered or is likely to suffer harm, we will follow our Safeguarding and Child Protection Policy.

4. Promoting Positive Behaviour

Positive behaviour Support is a method used to support pupils' development. The main aim of the PBS model is to improve the wellbeing of pupils by using person centred strategies to understand and address the challenges for our pupils. Staff strive to support pupils by enhancing their well being, promoting new skills, productivity and independence, whilst also supporting their inclusion within school. By promoting and fostering positive relationships based on experiences and mutual respect, pupils are able to feel confident, listened to and understood. This promotes self-regulation, resilience and the capacity to make positive choices, developing a culture of praise and encouragement in which all pupils can achieve.

Staff strive to have high expectations and aim to support and encourage all pupils. We also recognise some pupils have specific needs and may therefore require additional and person centred support.

Staff should therefore:

- Greet pupils at the start of the day and at the start of every lesson – with a smile!
- Enquire about how pupils are – ask them a question about an interest or about their life
- Make time to speak to pupils about behaviour concerns before the next lesson with a restorative approach and plan
- Create an environment where all pupils feel valued, cared about and that they belong
- Ensure that pupils are emotionally and physically safe at all times
- Challenge inappropriate behaviour in a non-confrontational way using a person centred approach.

The school promotes a positive behaviour training approach of noticing pupils doing the right thing and giving specific, descriptive praise (or for those pupils who find it difficult to accept praise, staff offer discrete non-verbal feedback). Using praise effectively is one of the simplest and most powerful tools to engage and motivate pupils. It can turn around behaviour challenges, promote positive attitudes about

learning and productivity as well as improve self esteem. This strategy means avoiding using global statements such as “good boy” or “good work” and encourages staff to use positive recognition by:

- Noticing the effort made by the pupil
- Deciding what to say that is specific to the task
- Making eye contact with the pupil
- Smiling
- Delivering praise to pupils in proximity

Although it requires some practice, reinforcing rules and expectations positively elicits a far more constructive response. It is also important to be aware of language used when engaging and communicating with pupils. The language used by adults directly impacts pupils’ understanding of expected behaviours in a variety of situations including self- esteem, motivation and engagement. The use of explicit/implicit language needs to be considered based on the knowledge of each pupil and it should be adapted appropriately to the pupils’ level of functioning.

All staff within the school are expected to model positive behaviour and be positive role models. Staff should not aim to control the behaviour of pupils; they should recognise that all behaviour is a communication and respond accordingly in a calm, empathetic and non- judgemental manner. If a pupil becomes emotionally overwhelmed, staff are encouraged to be understanding and to avoid being defensive. For example, if comments or insults are directed at staff they understand these are not personal; they will support pupils by maintaining a sense of unconditional positive regard, acknowledging and validating their emotions, as well as showing open and accepting body language. When the pupil is ready, problem solving can begin and boundaries can be set (if necessary) in order for learning to continue. This maintains both the pupil’s self-dignity and a positive staff and pupil relationship.

It is vitally important that all members of the school know their respective school rules and consistently apply them. Pupils will revisit the rules and expectations regularly with their teachers.

At Lord Gowthorpe’s, our school rules embody our values (Respect, Kindness, Individuality, Aspiration and Independence):

School Rules

Kind Hands
Kind Feet
Kind Words

I will keep myself and others safe
 I will be understanding of myself and others
 I will respect myself and others
 I will endeavour to do my best

Teachers will also develop classroom rules and expectations around the whole school ones above. These may differ depending on key stage, ability and/or Special Educational Need and Disability (SEND). Rules and expectations are kept simple, involve pupil voice and are to be shared at the beginning of the term and reinforced each lesson where necessary. For example:

‘We are doing a mental maths test and the expectation is that we will all work quietly and independently’.

This will support behaviour for learning in line with the three factors which affect behaviour for learning in the classroom:

- **Relationship with self:** a pupil who doesn’t feel confident and holds an ‘internalised’ view of themselves that they feel they cannot succeed may present behaviours that are challenging.
- **Relationship with others:** behaviours need to be understood in context. A pupil’s behaviour can be triggered as much by their interactions with others (pupils, teachers and other adults in school/setting) as it is by factors internal to the child.
- **Relationship with the Curriculum:** pupil behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for the individual will be more likely to create a positive learning/behaviour environment.

The 5 Point Scale

At Lord Gowthorpe's, we support children to recognise, understand and regulate their emotions through the use of a consistent 5-point emotional regulation scale. This approach helps children identify how they are feeling, communicate their emotions, and develop appropriate self-regulation strategies with the support of trusted adults.

Level	How I Feel	What It Might Look Like	Adult Support
1 – Calm	Happy, relaxed	Very relaxed and in comfort zone	
2 – Ready to Learn	Energised to take on tasks and ready for challenges	Energy, happy and enthusiastic	Praise, encourage independence, promote positive relationships.

Level	How I Feel	What It Might Look Like	Adult Support
3 – Frustrated or Worried	Concerned, upset, overwhelmed	Fidgeting, quieter than usual, minor frustration	Acknowledge feelings, offer reassurance when challenged, remind the child of calming strategies, provide a movement break if needed.
4 – Highly Distressed	Angry, frightened or distressed	Raised voice, crying, refusing, difficulty concentrating	Stay calm, reduce demands, provide time and space, co-regulate using breathing, sensory resources or a trusted adult.
5 – Crisis	Out of control	Behaviour presenting a risk of harm to self or others	Follow the setting's behaviour and safeguarding procedures, ensure everyone's safety, seek additional support, use reasonable force only where lawful and necessary to prevent injury. Debrief and repair once the child is calm.

How we use the scale

- The scale is used throughout the setting to provide a shared language for discussing emotions.
- Children are supported to identify their own emotional state and choose appropriate regulation strategies.
- Staff focus on **co-regulation before self-regulation**, recognising that children need calm, connected adults to help them regulate.
- The scale is never used as a behaviour management tool or punishment but as a means of understanding and supporting emotional wellbeing.
- Individual children may have personalised regulation strategies recorded within their support plans where appropriate.

5. Families

Regular communication between home and school is vital. In addition to building positive and supportive relationships it allows a two-way exchange of information about anything that will affect the well-being of the young person. Families are key partners in their children's behaviour. It is important that parents are contacted and made aware of positive choices as well as difficulties with their child's behaviour. Rewards and corrective actions should be planned on an individualised basis so that

they are meaningful and effective. Being fair is not about everyone getting the same (equality) but about everyone getting what they need (equity).

Families should be involved in the development of a Positive Behaviour Support Plan, as they are often the experts when it comes to planning strategies for behaviour support. Parents should sign initial plans and agree to all forms of supportive strategies before they are implemented. These supportive strategies will be monitored, adjusted and agreed with parents termly. However, there may be incidences that require more adjustments throughout the academic year to support the individual pupil.

6. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

- Emotional
- Physical
- Prejudice-based and discriminatory (racial, faith-based, gendered, homophobic/biphobic, transphobic, disability-based)
- Sexual
- Direct or indirect verbal
- Cyber-bullying

Bullying will not be tolerated. Our school is a 'telling school' where staff will work with both victim and bully to provide support and address bullying.

We embrace our legal responsibility to prevent and tackle bullying. We also follow anti-discrimination law and comply with the Equality Duty (The Equality Act 2010) which has three aims: i. eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act; ii. advance equality of opportunity between people who share a protected characteristic and people who do not share it; and iii. foster good relations between people who share a protected characteristic and people who do not share it.

Our staff have a duty to prevent discrimination, harassment, and victimisation within the school.

It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in sanctions or disciplinary action. Please refer to our Anti-Bullying Policy.

7. Maintaining Clear Boundaries and Expectations

In order to help pupils feel safe, their educational environment needs to be high in both nurture and structure. Pupils need familiar, predictable routines and consistent expectations and responses to behaviour. It is therefore vitally important that:

- Classrooms are places where young people feel valued and nurtured
- Staff use a planned approach to positive behaviour support, following individual support plans and EHCPs in order to achieve successful outcomes - previously known behaviours displayed by a pupil should not come as a surprise
- Staff teach and share their behavioural expectations for the classroom and throughout the school as part of everyday learning
- Positive behaviours and achievements are reinforced by praise and selected rewards e.g. positive phone calls home or notes and emails to parents/carers. This also reinforces positive behaviour, builds good rapport with parents and it does not take long but the impact is long lasting
- Staff promote a whole school, Total Communication approach and use communication strategies appropriate to the individual pupil. Sometimes the most appropriate communication is non-verbal and passive
- Visuals are used to explain and break activities down into manageable steps. They are also used to help pupils prepare for what is coming next and ease transitions from one activity to the next
- Whenever possible, staff who initially support with behaviours will remain with the pupil. In some circumstances another staff member may take over, simply as a change of face. This strategy can sometimes result in a quick, positive outcome for the pupil.
- When a change of face has taken place, it may be required for the initial staff member to mend the relationship with the pupil using a person centred approach. This supports the continuity of the staff and pupil relationship.
- Staff must provide processing time when giving a pupil an instruction and use other augmentative communication where necessary. Confronting or openly challenging a pupil can produce a fight or flight response, if a pupil is feeling anxious or upset. If possible, give time for the pupil to think, for example, "I need you to come inside. I will give you three minutes to come in and then we can talk".
- Incidents are not dwelt on or re-visited at a later time or place where possible. This helps to prevent the feeling of failure and prevents the reinforcement of negativity.
- Staff understand the behaviour, the emotions driving the behaviour and separate 'the behaviour from the child'. Labelling pupils is unacceptable. We do not 'become' our behaviour.
- Behaviour that is cause for concern is always to be approached in an understanding, empathetic, calm and non-judgemental manner.

8. Assessing the Needs of Pupils with Behaviours That Cause Concern

It is not always possible to immediately identify reasons why pupils behave in the way that they do, sometimes it is as a result of their diagnosis, home background, social difficulties or many other causes. Staff should take time to consider what the pupil may be communicating and look beyond the often very challenging behaviours displayed by pupils and question what emotions or sensory needs may be driving these behaviours.

Our School understands and recognises that negative behaviour may often be the only way some pupils can communicate. Staff recognise negative emotions as a signal of a need for support as well as an opportunity to connect, help label emotions and where necessary, when the pupil is calm, set limits.

When presented with behaviours of concern, often, sight of the positives can be quickly lost and using language like the word "don't" can be reverted to all too often. By consciously focusing on seeking and praising positive behaviour, confrontation is removed and pupils are able to regulate and adapt without losing face. It is important that staff carefully monitor and record trends and patterns of behaviour throughout the day over a period of time. This is done through the use of CPOMS which will help us understand why behaviours occur and what the pupil is communicating. They also help to look at frequency, context and levels of behaviour. The monitoring process can then be used to inform the implementation of strategies, as well as support the wider care team and professionals to ensure support is put in place that meets the needs of the individual. ABC charts may also be used for new low level behaviours of concern, to help the team have a better understanding of the behaviour observed.

Staff should ask themselves the following questions to ensure their analysis is effective:

- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What environmental changes could support the pupil?
- What can I do to support the pupil during tasks they find difficult?
- What acceptable behaviour can the pupil use to ensure their needs are met?

Support Plans are completed/added to/amended and implemented after behaviours have been fully analysed.. Behavioural records over time will build up a profile of the pupils' behaviour, identifying different methodologies, strategies, behaviours, anxieties and triggers. All pupils will have a support plan; these plans identify recurrent behaviours which may be linked to a pupil's diagnosis. All staff working with pupils must follow the individual plans to ensure they know how and when to effectively apply strategies to support individuals' behaviour and wellbeing. Pupils have an individual risk assessment (RA) within the plan identifying any potential known risks and how to mitigate them.

All staff working with pupils should be made aware of the pupils' needs; this may include any relevant plans including risk assessments and work within the guidelines provided in these documents. A baseline, identifying pupils' strengths and weaknesses, is established using a profile; this becomes part of the completed support plan. Once the support plan is implemented and monitored there will be a timely review to ascertain its effectiveness. At this point, if behaviours which cause concern are not reducing a case review would be initiated and advice from professionals, Local Authority representatives and families would be sought, to develop an appropriate way forward.

Staff will always use known de-escalation strategies and are trained in recognising early distress in pupils to provide support at the earliest point to reduce the chance of the behaviour escalating

Recording, Rewards & Sanctions (Arbor + CPOMS)

- Arbor is used for attendance, positive points/commendations, behaviour incidents, detentions/restoratives and analytics.
- CPOMS holds safeguarding chronology and any high-risk behaviour narratives/attachments.
- Timeframes:

Positive points & minor incidents: log on Arbor by end of day.

Significant incidents (injury, serious risk, prejudice/sexual harm, suspected weapon/substance): inform SLT/DSL immediately, log on Arbor and CPOMS same day; notify parents/carers.

- Data reviews: Weekly (pastoral/phase leads), termly (SLT & governors) to identify trends and adjust provision.
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9 Acceptable Forms of Contact and Physical Intervention

There are occasions, for a variety of reasons, when staff will have cause to make 'physical' contact with a pupil. With this in mind, the school does not operate a 'no touch' policy as it would not enable effective support for the safety and emotional well-being of pupils. Reasons for 'physical' contact include:

- To comfort a pupil in distress (as long as this is appropriate to their age and in a public place)
- To congratulate a pupil for something (e.g. use of high five, handshake or a pat on the back, or a hug with a young pupil)
- To gently direct or guide a pupil who is being compliant when they need additional support
- For curricular reasons (e.g. in PE, Drama etc.)
- In an emergency in order to avert danger to the pupil or pupils

- As part of a pupil's moving & handling/personal care plans where appropriate
- To provide sensory support (e.g. pressure hug)

In all situations where physical contact takes place between staff and pupils, staff will always consider:

- The pupil's age and level of understanding
- The pupil's individual characteristics and history
- The location where the contact takes place

10. Physical Intervention

All staff are trained in NAPPI Level 1 (Non-Abusive Psychological & Physical Intervention) which emphasises prevention, de-escalation, basic personal safety and non-restrictive strategies. Advanced restrictive techniques are not taught or authorised at Level 1. Staff therefore prioritise early help and follow PBSPs to avoid escalation. Our behaviour policy reflects our commitment to ensuring a safe and supportive environment for all students and staff. Any situations requiring higher-level responses will be managed in line with our safeguarding procedures.

11 The Use of 'Time away'

The School recognises the use of time away in the form of allowing a pupil space and time to 'calm and regulate' or to 'reflect' on their behaviour. We have calm areas and regulation stations where pupils can be allowed to regulate and/or correct unwanted behaviour with help from staff and/or the use of sensory equipment if appropriate. Pupils can request to visit these areas to self-regulate and manage their own behaviour. They will always be under the supervision of a member of staff who must be able to see and hear them at all times.

This may include:

- Working outside a classroom (Assertive Discipline move out)
- Working away from the class in a separate room with an adult

There will be times when a pupil's behaviour is such, that the corrective action may result in pupils spending time with a member of staff. These times may be at break or lunch time if needed to keep the individual or others safe.

12 Restriction of Liberty

The School recognises appropriate use of restriction of liberty in the following circumstances that are designed to keep young people safe:

- The use of electronic fobs to operate entrances and exits in order to keep pupils safe

- The use of physical aids that contribute to the pupil's physical well-being e.g. a standing frame advised for use by a physiotherapist or splints advised by an Occupational Therapist (OT) applied to prevent a pupil from hitting and biting themselves
- The use of seatbelts and harnesses to help pupils sit correctly in transport
- In rare circumstances supervision of a pupil within a restricted space against their will. This will always be in the presence of an adult and be in the best interests of the pupil.

13 Suspension and Exclusion

The School has a Suspension and Exclusion Policy. Please refer to this for further information.

14 Screening and Searching Pupils

The Senior Leadership Team can determine whether to search as defined in 'Behaviour and Discipline in Schools – Advice for Head Teachers and School Staff' DFE January 2016.

15 Behaviour outside of the School

Pupils' behaviour outside of the school is subject to this behaviour regulation policy and individual school's guidance. Behaviours that are a cause for concern will be dealt with as if it had taken place in school. These circumstances include the following:

- On school trips and visits
- Travelling to and from school, sporting events, residential trips etc.
- When wearing school uniform or adversely affecting the reputation of the school
- When under the charge of a member of staff
- Inappropriate use of social media
- Whilst attending an alternative provision or placement

16 Roles and responsibilities

The Headteacher and SENCo are responsible for:

- The implementation of the behaviour policy
- Monitoring for compliance
- Ensuring that Governors are updated with the implementation of policy, including its impact.
- Information from analysis which informs curriculum developments and/or whole school learning opportunities e.g. anti-bullying, online safety
- Ensuring that policy is up to date including each school's behaviour guidance
- Ensuring that policy is implemented consistently across the school
- Quality assuring the consistency of practice
- The monitoring and development of NAPPI training

- Supporting the behaviour team with the analysis of data
- Monitoring of the quality and effectiveness of Support Plans
- Monitoring and evaluating the quality of recording and reporting of physical interventions
- Ensuring staff training needs are identified and are met
- Analysis of behaviour data across the school
- Monitoring and reporting incidents

Collating and reporting incidents of racism and bullying (to include all forms of prejudiced behaviour).

Teachers and support staff are responsible for:

- Supporting pupils and staff with behavioural strategies
- Promoting positive behaviour across the school ensuring consistency of approach
- Liaising with parents on a daily basis
- Monitoring data and the tracking of trends and patterns and providing feeding back to SLT and SENCo
- 1:1 and group intervention sessions
- Overseeing the quality, accuracy and timely recording of physical intervention and behaviour logs
- Monitoring and evaluating the quality in the use of NAPPI
- Ensuring Support Plans and Risk Assessments are updated as necessary following incidents
- Being curious about events and asking why?
- Communicating classroom rules, expectations and sharing the Behaviour Policy with pupils at an appropriate level
- Timely recording of any behavioural incidents
- Contact with parents and carers including the logging of communication between home and school

The Headteacher may use the pupil premium grant to allocate extra behaviour support through staffing, counselling etc.

Governors are responsible for monitoring the effectiveness and appropriateness of the policy and holding each school to account.

All staff will be made aware of the school policy and government legislation with which they will be expected to comply.