



Behaviour Policy

Policy Reviewed **February 2026**
Next Review Due **February 2027**

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1. Introduction

In line with the Nurture and Trauma-informed ethos of our provision, we closely consider the students': presenting special educational needs, individual factors and care status (where applicable) at each level of our response to and management of their behaviour.

For the school to run positively and to provide a positive environment that is accessible and nurturing for all students, all stakeholders (students, parents/carers, school staff and external professionals) must work together.

Informed by the Six Principles of Nurture, at Gloverspiece we believe that *behaviour is a form of communication*. We aim to address the underlying reasons for behaviours and implement strategies to support our students in dealing with their emotions. Our ethos is rooted in Nurture principles which reject the use of punitive responses to behaviour and promote positive behaviour in a supportive way that is tailored to the individual student. We are mindful of the root causes of any behaviours, including conditions such as ASC, ADHD and history such as adverse childhood experiences, trauma or being a child in care/previous child in care (CiC/PCiC).

2. Aims

This policy aims to ensure that the whole school is:

- facilitating a culture of 'Nurture' through which the six principles of Nurture are embedded and embodied by all;
- aware of the needs and rights of all learners irrespective of their gender, ethnic origin or special education needs ;
- actively noticing and embedding excellent behaviour;
- enabling individuals to choose how to behave, knowing the outcomes which will follow;
- able to limit inappropriate and unsafe behaviour where necessary

And which is:

- aware of the needs and rights of teachers
- able to establish classroom routines
- expectant and enabling of appropriate behaviour from learners
- confident in asking for help from parents, colleagues and support services



3. Attitudes and Beliefs

Through the implementation of our behaviour policy and the design of our provision more widely, we aim to foster the development of the following attitudes and beliefs in our students:

About Themselves

We want to support our students to:

- Develop a sense of self-worth and a positive mindset;
- Feel that they are able to express themselves and their emotions.

About Each other

We want to support our students to:

- Develop their ability to empathise and understand the emotions of others;
- Develop their skills so that they can support others when needed;
- Understand and respect each others' differences.

About Their Learning and Achievements

We want to support our students to:

- Understand that mistakes are a part of learning and are to be expected;
- Understand that learning looks different for everyone;
- Appreciate that their successes at all levels are to be celebrated.

About the School:

We want to support our student to:

- Recognise that at Gloverspiece, the students are always put first;
- Understand that Gloverspiece is a safe space;
- Understand that Gloverspiece, we care about everyone.

4. Strategies

Our strategies reflect our status as an accredited Nurture School, a Trauma- Informed School and a special needs education provider.

- Use of Outdoor Spaces, Nurture Room, Nurture Nook, Intervention Room and Library.

Outdoor learning provision includes areas for quiet, reflective activities and time with nature. This includes horticulture and animal-assisted activities on the care farm.

The farm is also an effective tool in managing behaviour, and harnessing the therapeutic benefits of the connection with nature, animals and the outdoors. These areas can be used as part of planned and dynamic behaviour management strategies with an emphasis on the individual needs of each child as well as enriching their learning with real, hands-on experiences.

We have a Nurture room for both scheduled group and individual sessions. We plan sessions to meet needs in response to any safeguarding, wellbeing and behaviour concerns for individual learners as they occur. This helps with their emotional development and mental health throughout their journey with us.

Our classrooms and wider practices are Nurture-centred, for children who are still approaching being ready to learn and benefit from a more Nurture-focused timetable to support their progress and wellbeing.

Designated areas in our classrooms (e.g. the 'Nurture Nook') are available to assist in self-regulation if a student feels overwhelmed and for periods of dysregulation to provide time and space to regain control before re-joining the school day. They contain a range of soft furnishings and decorations to create a calm atmosphere. They can be used when needed as well as booked ahead of time for directed activities.

Our small library offers an additional quiet space for group or individual time where children can step away from the busyness of the school day or focus on therapeutic activities.

- Staff Learner Support

Every student in Gloverspiece School has a named teaching assistant. All staff will actively seek strategies to divert or diffuse the potential for inappropriate behaviour, with a thorough knowledge of each individual's needs and strengthened by our investment in training and resources. They are supported by our Nurture ethos. They have the freedom and flexibility to adapt the timetable and activities of the day for their learner to suit their needs and enable them to positively engage with learning.

Interventions and additional activities with specialist staff are available to support behaviour and social, emotional and mental health.

The Nurture team are trained members of staff whose purpose is to help integrate Nurture principles into every element of school life through modelling and support. The team are overseen by a dedicated Nurture Lead.

At Gloverspiece, we aim to reduce the barrier to learning that behaviour can present to the individual and/or the students around them. Learning experiences should be tailored, accessible and enjoyable. The professional relationship between their student and teaching assistant is fundamental to practice and we develop these to help students be classroom-ready and have aspirational targets that are not overwhelming.

At Gloverspiece we promote the continued professional reflection of our staff. Following involvement in a behaviour incident, the staff member(s) is prompted to engage in either a self-reflection or supported reflection with the Nurture Lead. Within this reflection: the efficacy of existing behaviour management strategies is discussed and alternative beneficial strategies are explored through a Nurturing and Trauma-informed lens.



- External Agencies

A range of external expertise is available to us through: educational psychologists; speech and language therapists; social services; mentoring services etc. Parents/Carers will be kept updated and encouraged to be a part of any strategies we implement. More widely, collaborative working among all stakeholders involved can be support through the facilitation of EHCP reviews, Personal Education Plan (PEP) reviews and Looked-After Child (LAC) reviews.

- Parent/ Carer Partnership

We believe in the power of teamwork and consistency in fully addressing the needs of students. Our Nurture ethos relies on effective partnerships between school and home, providing consistency and predictability for students across their life experiences.

We offer opportunities for engagement through parent/carers sessions, training and resources.

Where engagement with Nurture and communication from home is limited, your child is less likely to achieve their potential and we may need to seek an alternative placement.

- Behaviour Reflection

After an incident of behaviour that challenges, we are mindful of the impact it can have on both students and staff. To fully support students, wherever appropriate and accessible, we offer them a supportive chat that is pro-active, positive and conducted by a trusted member of staff of their choice. Often our learners need time before they can revisit an event and we are mindful of that.

Staff are supported by the Senior Leadership and Nurture teams and this is offered through reflections and debriefs.

- Qualified Trauma-Informed Schools Practitioner

At Gloverspiece, we have a qualified trauma-informed schools practitioner who is also our SENCo. This member of the staff team is positioned to discuss specific concerns/considerations/strategies surrounding of CIC and PCiC students and the ways in which teaching and learning can be underpinned by a consideration of trauma-informed practices.

5. Monitoring

In line with our Nurture practices, we record social, emotional and behavioural progress through the Boxall Profile Assessment and devise targets that enable individualised behaviour and learning support.

We record significant incidents of challenging behaviour and discuss them at regular meetings of the Nurture and Safeguarding teams. These reports are used to inform and update any Individual Behaviour Plans and risk assessments where appropriate.



6. Rewarding Positive Behaviour

Recognising and rewarding good choices is always the first and most effective action we have at our disposal. We use a variety of rewards.

Whole-School Reward Jars:

We have our Whole-School Reward Jars, a reward system that uses a visual means of recording and tracking positive actions/progress in specific areas of school life. All students across the school contribute to this, working towards a shared reward.

'Time for Tea' Token Ladders:

Each student works towards earning 'Jenga Tokens' (named after one of our donkeys). The tokens can be earned for achievement and positive moments which are specific to each student based on their areas for development (academic, social, emotional or behavioural). These tokens are then placed onto the student's ladder and once ten have been awarded, they qualify to attend a 'Time for Tea' session held by the Headteacher or Deputy Headteacher. Within this session, snacks are shared and positive reflective discussions can be facilitated to celebrate the achievements made.

We regularly take the opportunity to recognise and share positive behaviour, achievements and successes through assemblies, our social media platforms and celebration events.

7. School Rules

The school rules (see Appendix A) are reviewed annually and are displayed in the classrooms for everyone to see. All our stakeholders, including our students, have agreed on clear rules for behaviour in school, which are understood by all. These rules are sent to parents/carers.

Parents/carers are expected to support their child and the school in promoting high standards of self-discipline and behaviour at all times.

8. Sanctions

Students will be given a gentle reminder of appropriate behaviour. An assertive request e.g. '*I would like you to_____thank you*' may be used, as may collaborative problem-solving techniques.

We ensure that students are given the opportunity to 'make the right choice'. Where appropriate, parents/carers will be contacted to discuss and explore issues, including the frequency of the behaviour and any further information (e.g. possible triggers).

We encourage parents/carers to get in touch with their concerns at any time.

Due to the needs of our students at Gloverspiece, a personalised approach will be devised for each student, supported by an individual behaviour plan where appropriate. This can be shared with them in an accessible form so that they are fully aware of the boundaries and consequences, and the value of positive choices.

Where deemed appropriate, reflective discussions with leaders or other key school figures (e.g. Nurture Team members, Nurture Assistant) can be used as a way of discussing the incident, the behaviour involved, emotional experiences of this and the triggers.

At Gloverspiece, we want all members of our community to enjoy and benefit from the provision of a safe, nurturing and therapeutic environment. If for any reason, a student persistently prevents or limits the extent to which this can be provided, then sanctions as outlined below may be implemented:

- We do not often use temporary exclusions as a sanction for students at Gloverspiece School. However, we reserve the right to employ exclusions as a consequence, in the best interests of other students and staff and/or to keep the child/young person in question and/or others safe. When we deem a student who is a Looked After Child (LAC) / Child in Care (CiC) as being at risk of temporary exclusion, the appropriate Virtual School Caseworker will be notified immediately.
- If a student's behaviour becomes so extreme, parents/carers may be called in to support the management of this. In circumstances where parents/carers are not available, the school may telephone other agencies e.g. police and social services. This includes during off-site visits.
- Emergency Review: where needed, a meeting of the Headteachers, parents/carers and others involved in supporting the student will be called at the earliest opportunity to discuss their behaviour and its implications. This may result in the termination of the student's placement with us when all other avenues and collaboration with outside agencies have been exhausted.

9. Break Times, Farm Time and School Trips

We also expect our children to follow the school rules during their playtimes, at all times on the farm and on school trips and sanctions will apply consistently throughout.

10. Extremely Unsettled Behaviour

It may not always be possible or appropriate to sequentially follow the above sanctions. In some cases, extra staff support, the Headteacher or another senior member of staff will be sent for immediately.

Examples of behaviour that challenges in our school are:

- Physical violence to another child;
- Physical violence to a member of staff;
- Deliberate and severe damage to the school building or equipment or property of staff;
- Putting themselves or others in danger.

In the case of deliberate damage, parents/carers may be asked to reimburse the school or member of staff for the cost of repair or replacement.

11. Bullying and Cyberbullying

We take incidents of bullying very seriously and work with all parties to ensure that students feel safe and valued at all times. Repeated incidents will result in sanctions appropriate to the specific case as well as reparation work. Our anti-bullying policy covers this in more detail.

We understand that online communication plays a significant part in the lives of our students and as such, communication of this type will likely be occurring between students outside of school hours. Internet safety is an important aspect of our curriculum with lessons timetabled into each student's week.

Whilst we cannot monitor the online communication and use of technology at home, we expect parents/carers to be appropriately aware of their child's use of technology and to encourage positive attitudes and habits surrounding the use of such technology and communication. We have additional resources available to parents/carers to support managing this at home.

12. Positive Physical Intervention (PPI)

On occasions, the use of PPI may be necessary. As the statutory guidance (DfE, 2022 – see reference at foot of policy) states:

- *"There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'"*
- *"Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils."*
- *"Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules"*
- *"When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions."*

The PPI will cease as soon as the student is in a safe environment, or the risk to themselves or others no longer exists. All staff will use a minimum of force when restraining a child and endeavour to resolve any upset as quickly as possible. Parents/Carers will be informed when PPI has been implemented with their child unless the use of such PPI already forms part of a pre-agreed and regularly reviewed individual behaviour support plan in which parents/carers have been involved. For everyone's health and safety, no member of staff should be left alone with a child who is being restrained. In the Autumn Term of each academic year, the school receives whole-staff physical intervention training delivered by 'PRICE' (<https://www.pricetraining.co.uk/>)

Whenever possible PPI will be used by trained staff, however when a child or member of staff is in physical danger any member of staff may use PPI to prevent injury as the last resort.



13. Reporting & Recording

Low-level behaviour observations are recorded on each student's 'Weekly Student Review' form. This allows us to monitor and track patterns in low-level or emerging behaviours in a timely, proactive manner.

More significant behaviour incidents are recorded using standardised Incident Reports which are signed off by a member of SLT, discussed in planning/behaviour meetings and securely stored. These incident reports are then used to inform debriefs with students/staff and revisions to any individual behaviour support plans. We aim for incident reports to be completed by the end of the working day on which the incident occurred.

Incidents involving the use of PPI are similarly recorded using Incident Reports, however, additional details of the PPI used are logged in a centralised record folder. Wherever possible, the use of PPI should be reported to parents/carers on the same day.

We aim for a zero per cent frequency of restraints as our ideal.

It is expected that all parents/ carers will support the Behaviour Policy by discussing the rules and sanctions with their child and by encouraging and praising them when they are told about positive behaviour. We believe that a consistent approach across school and home is the most effective policy and are happy to support parents/ carers where requested.

References:

Department for Education (DfE) (2022). *Behaviour in schools - Advice for headteachers and school staff*. [Online]. Available at: https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour_in_schools_guidance.pdf [Accessed 10 January 2024].



Appendix A – Gloverspiece School Rules

Gloverspiece School Rules

Nurture

- Respect each other and the animals.
- Use kind words, hands and feet.
- Let a grown-up you trust know if you are worried, upset or angry.
- Everyone is unique - Respect all of our individual needs.
- Listen to instructions.
- If you bring a phone/tablet to school, hand this in when you get to school.

Achieve

- Listen to the feedback you are given.
- Try not to disrupt other people's learning.
- Move around the classe as quietly as you can.
- Let a grown-up know if you don't understand something.



- Listen to the ideas of others.
Share your ideas when you are ready.
- Take part in lessons and activities whenever you can.
- Try your best.

At Gloverspiece – we do not allow

- Bullying
- Vaping/Smoking
- Bringing in dangerous items/objects

Rewards – What happens if I follow the rules

- Your name in the 'School Reward Jars'
- Whole school rewards
- Individual rewards
- Positive phonecall/email home
- Certificates
- Extra break/'choose' time

Sanctions – What might happen if I don't follow the school rules...

- Verbal reminder to change behaviour
- Loss of reward/'choose' time
- Phone call home
- Sent home for that day
- Exclusion