



SAFE START SCHOOL

WILLPOWER-INITIATIVE-SUCCESS-EMPATHY-RESPECT

Behaviour Policy

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1. INTRODUCTION

Safe Start Behaviour Policy is designed to support how all staff, volunteers, children and young people working for or using Safe Start's facilities can work together in a positive and supportive way.

It aims to promote an environment where everyone feels valued and respected and strives to ensure that each young person is treated fairly and well.

The primary aim of the Behaviour Policy is to become a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn.

This policy supports Safe Start School's aim of allowing everyone to work together in an effective and considerate way.

The policy aims to contribute to the creation of a framework in which:

- High-quality learning & recreational activities take place.
- Staff, children and young people feel safe and secure.
- Appropriate support is made available.
- Children and young people take responsibility for their actions.
- Legal requirements concerning child protection and criminal activities are met.
- Appropriate behaviours and progress are continuously monitored.
- Children and young people understand fully the system of interventions applied to inappropriate Behaviour.

2. ROLE OF THE STAFF

The role of staff is to ensure that access to high-quality learning and recreational experiences is not adversely affected by the actions of individual children and young people.

A range of interventions may be applied in the case of persistent disruption or failure to follow instructions.

All forms of bullying are unacceptable. Staff will always challenge and report all forms of bullying so that pupils feel safe from bullying in school.

Students will be encouraged to develop a sense of personal responsibility for their behaviours by various methods including discussions, group work and health & safety awareness.

Staff are required to adhere to the organisation's Safeguarding & Child Protection guidelines where they perceive a child or young person to be at risk.

Staff are required to pass information to relevant bodies when it is known that a child or young person is involved in criminal offences and there are sufficient details available to accurately corroborate such involvement.

3. ROLE OF STUDENTS AND PARENTS/CARERS

Students and their parents/carers are expected to share with the staff the collective responsibility for promoting positive behaviour.

Students will:

- be polite, well behaved and courteous at all times
- follow the rules
- take responsibility for their actions
- engage in any bespoke interventions to support challenging behaviours

Parents/Guardians are:

- asked to support the implementation of this policy
- asked to read any written communication from Safe StartSchool and respond as appropriate
- expected to support the school in the use of any appropriate interventions following challenging behaviours or invited to attend an in-school meeting to discuss their child's behaviour if required.

In line with this policy the following behaviours are considered unacceptable:

- Fighting
- Verbal abuse of staff or fellow students
- Racist or sexist abuse to staff or fellow students
- Bullying and intimidation
- Property damage
- Vandalism
- Use of illegal substances or prohibited items
- Physical assault upon staff or fellow students

- Possession of prohibited items
- Online harm to others
- Peer sexual harassment

4. PROBLEMATIC SEXUAL BEHAVIOUR THAT REQUIRES INTERVENTION

All staff working at Safe Start School have a responsibility to respond to behaviour that could be considered sexually inappropriate in a public place or school. Staff are

expected to challenge any unacceptable or harmful behaviour and take the appropriate following steps:

- Stop the behaviour – remove the student away from others to speak with them
- discuss with the pupil the impact of the behaviour to avoid any misunderstandings. Point out the impact on others.
- Remind students of the behaviour expectations.
- Follow the school's child protection procedures
- Report the incident to a member of the Senior Management Team. SLT will investigate in line with our safeguarding procedures on disclosures and guidance from HR.
- Record the incident on the internal system
- Work with relevant agencies to protect and support young people involved in an incident of HSB (Harmful Sexualised Behaviour). This includes reporting the incident to children's social care and the police if appropriate.

5. REWARDS

Rationale

Safe Start School aims to encourage and celebrate the success of all its students in all areas of school life, and to ensure that personal commitment and achievement is acknowledged, rewarded and recorded. We acknowledge the importance of praise and reward and seek to promote and reinforce our expectations of students at any given and relevant opportunity. We recognise that students thrive on praise, the thrill of success and the glow of recognition. Praise rewards the deserving, can inspire those who may be struggling and can inspire and motivate those who may be disenchanted. Finding ways to reward must be at the heart of our teaching.

We must reward whenever possible:

- Formally or informally
- Publicly or discretely
- Regularly
- Consistently
- Sincerely
- Specific

We must ensure that students of all ability levels in all year groups across the school can benefit from our rewards system and that there is consistent application of policy

across departments, year groups and from teacher to teacher. Rewards must be given sincerely and fairly as a means of acknowledging effort, achievement or action.

Rewards systems in our school should link into:

- Effort
- Attainment
- Progress
- Behaviour
- Attendance and punctuality
- Caring for others
- Kindness
- Participation
- Positive attitude/enthusiasm
- Respectful behaviour

- Good manners

We will continue to consult with our students to seek student advice on reward structures and for their clarification as to what should be rewarded and how we can further develop/improve our reward systems.

A variety of rewards exist at Safe Start School which include:

- Verbal praise
- Reward points
- Subject certificates
- Postcards home
- Positive phone call home
- Public display of high-quality work
- Attendance rewards

Rewards Point Scheme

Each reward point is worth 10p and can be given by any member of staff across the academic year. They can earn up to £195 using this system. Students can spend reward money weekly or save them up for a specific treat.

Curriculum rewards

Staff are encouraged to praise verbally all positive achievements whenever opportunities present themselves. Staff should write positive and encouraging comments in exercise books and folders using The Marking Policy.

Additional rewards

- Examination performance will be celebrated
- Award certificates for a sustained period of work or other subject contribution
- Weekly 100% attendance

Whole School Rewards and Single Events

- Academic Awards Evening
- Celebration Assemblies
- Praise in Reports and at Parents' Evening

Rewards Summary	Awarded By:
Reward points	Any member of staff can award these
Postcards/Awards	All Staff
Progress reward	Teaching staff

Roles and Responsibilities

Teaching staff should ensure that they:

- Award Reward Points and certificates when appropriate
- Monitor student's achievements and progress

6. INTERVENTIONS

While rewards play a crucial role in encouraging positive behaviour, it is essential to have interventions in place to promote making good choices and self-regulation. Behavioural interventions are not tied to reward points, as these points cannot be revoked once given. When relationships break down among any parties, mediation will be facilitated by SLT/SMT. Staff should be well-informed about the EHCP requirements and should exercise flexibility before implementing any behavioural interventions.

Verbal warning - by teacher and/or teaching assistant - have a pastoral discussion regarding behaviour in consideration of individual needs. Record on CPOMS

Second Verbal warning - teacher and/or teaching assistant - discuss continuous behaviour, offer student to take five minutes and discuss strategies to improve behaviour. Record on CPOMS

No improvement seen - Young Person has a discussion with a behaviour lead. Taken for behavioural/pastoral intervention. An option is given to return to the lesson or continue learning in a breakout room, escalate if necessary if refusal to go to the break out room. Discussion with parent/guardian. Record on CPOMS.

Failure to comply with instructions - Young Person discusses with a behaviour lead. Taken for behavioural/pastoral intervention. An option is given to return to the lesson or continue learning in a breakout room, escalate if necessary if refusal to go to the break out room. Discussion with parents\guardian. Record on CPOMS.

When a student has not demonstrated change through our escalation process a Internal inclusion will be discussed with SLT. The school will provide intensive pastoral interventions around behaviours and attitudes. Parents/guardians will be contacted regarding the Internal inclusion is implemented. The duration in the Internal inclusion will be determined by the SLT on an individual basis. This will be assessed weekly or as necessary and parents/guardians informed via a telephone call or meeting. Any further escalation of behaviour could result in a Fixed Term Exclusion.

7 Internal Inclusion Provision

Purpose

Our internal inclusion provision is a structured, short-term, in-school support setting designed to help students who are struggling with behaviour, emotional regulation, attendance or engagement. It provides targeted intervention without removing students from the school community, enabling them to remain safe, supported and learning.

Internal inclusion is not a punishment. It is a preventative and restorative measure that supports behaviour improvement, emotional wellbeing and reintegration into timetabled lessons.

Clear Purpose and Criteria

Supporting students whose behaviour is a barrier to learning

Reducing exclusions and suspensions

Addressing underlying needs such as SEMH, SEND, trauma or unmet learning needs

Individualised Approach:

Each student will have a bespoke timetable tailored to their specific needs. The duration of the internal inclusion will be dependent on individuals needs and

progress which will be assessed daily or as necessary with regular reviews to assess progress and make necessary adjustments. Parents/carers will receive daily updates from allocated staff members.

Ongoing Support

Upon full transition to the main school, students will be given various support options such as; sessions with the student coach, pastoral interventions with their TA, behavioural/SG leads/SLT support and referrals to external agencies if needed.

This policy aims to provide a structured and supportive environment for students with challenging behaviours and eventually a successful reintegration into the main school setting. Regular reviews and flexibility in approach will ensure that each student receives the most appropriate support for their individual circumstances.

Breaks

During periods of internal inclusion, students may have breaks and meal times that differ from those of other students and their timetable.

8. CPI (Safety Intervention)

At Safe Start School, we have adopted the Crisis Prevention Institute's (CPI) Safety intervention approach to manage challenging behaviour. All our teaching and non-teaching staff have and will be trained in the use of this approach. At Safe Start School we have our own allocated CPI Safety intervention instructor that can carry out initial training, and ongoing refresher training and is on hand to advise staff members on managing behaviour. Our CPI Safety intervention instructor is Miss Lucy Pilling.

At Safe Start we are proud to be providing a safe learning environment for our students. In some circumstances some of our students may get anxious or agitated – we will do our best to help students calm down using communication skills, de-escalation and distraction techniques and removing triggers where possible. CPI promotes the least intrusive, positive handling strategy and offers not only a physical but also a verbal continuum of gradual and graded techniques and responses, with an emphasis and preference for the use of verbal, and non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised.

It should be stressed that approximately 95% of CPI Safety intervention strategies are about diversion, redirection and positive choices to aid the diffusion of an incident at crisis and the other 5% relates to physical intervention. Following guidance and advice from the Department for Education (DFE) and The Health and Safety Executive (HSE) staff have been made aware of 3 situations when the use of physical interventions may be necessary, they are:

- Where imminent injury may occur

- Where damage to property may occur
- Where a pupil is displaying very challenging behaviours.

CPI Safety intervention is recognised internationally as being an acceptable and authorised response to disruptive, disturbing, distressful and aggressive behaviours in a manner that maintains positive relationships and provides safety for all.

9. RESTORATIVE PRACTICE

If a student has displayed challenging behaviour, they will be given opportunities to correct their actions and change their behaviour to prevent it from happening again. Everyone needs to understand that there are consequences for their actions. By using Restorative Approaches, everyone has the chance to express their views and listen to the perspectives of others. The following questions are asked to establish the facts and a way forward:

- What happened? (Truth-telling)
- What were you thinking/feeling? (Impact)
- Who has been affected by this? (Impact)
- What needs to happen now (Solution Focussed, Repair & Resolution)

Before these conversations can occur everyone needs to feel calm and safe. It may be that some pupils need to be removed from the situation or classroom and taken to a safe place for this to occur.

In certain situations, a CPI approach may be implemented to remove a child from an environment. Due to specific behaviours, students might need to have a 'time out' during lessons, breaks, or lunchtime to help them understand the consequences of their actions. These time-out periods will be supervised by a staff member and conducted in a restorative manner.

10. GUIDANCE ON SUPPORT AND INTERVENTIONS FOR BEHAVIOUR

The following table outlines the support and interventions related to inappropriate or poor behaviour and conduct among students. Interventions for behaviour are not linked to reward points, as points cannot be taken away once they have been awarded.

BEHAVIOUR	SUPPORT	INTERVENTION	Consequence
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	LOW LEVEL		
Refusal to complete work consistently	Teacher/teaching assistant support 1:1 work given by the teacher and taken in break out room.	Targeted intervention as deemed necessary.	Verbal warning
Refusal to go to lessons	Teacher/teaching assistant 1 :1 in break out room.	Targeted intervention as deemed necessary.	Verbal warning
Absconding from site	Teacher/teaching assistant to keep eyes on the child if possible at all times and inform Behaviour Lead and/or SLT other staff on location.	If no return after 10 minutes ring parents or carers to give them an update. Once agreed with DSL/SLT report missing from education to police via 101 call or online Log Number to be logged on CPOMS	Contact parents/guardians
Vandalism, damage to property or graffiti in and around the school.	Teacher/teaching assistant/other staff 1: 1 pastoral.	To be cleaned or removed by students in the allocated time given by the Teacher/teaching assistant/other staff. Review of costs in relation to the intention of the incident and report to parents. Log on CPOMS	Contact parents/guardians Consider time out and/or restorative intervention
Inappropriate, racial or derogatory comments.	Staff to use distraction methods to promote a more positive conversation. A reminder of the choices they make. Reward system to be used for positive language.	Interventions/social stories to be arranged and delivered on anti-racism and unacceptable comments to others. Record on CPOMS	Contact parents/guardians Consider time out and/or restorative intervention
Aggression towards staff and/or peers (Shouting, pushing past etc)	Teacher/teaching assistant/other staff to closely monitor interactions and complete all necessary logs	Record on CPOMS Phone call home by SMT/DSL/SLT If the behaviour continues, the pupil is to be sent home	Contact parents/guardians Consider time/out

	Pastoral 1:1 with Teacher/teaching assistant/other staff	on the day a phone call is made to parents/carers.	and/or restorative intervention
MEDIUM LEVEL			
Persistent Verbal Abuse/threat to staff or other students, non-compliance with staff request	Change of face One-to-one pastoral support Mediation	A phone call to parents/carers Fix Term Exclusion-1 day (work pack given to pupil /google classroom) Phone calls & letters home Log CPOMS	Consider time/out and/or restorative intervention/ FTE
Refusal to hand in prohibited items (Phone, vape, cigarettes, tobacco, cigarette papers, fireworks, pornographic images, sharp objects, weapons, drugs, alcohol, balaclavas, stolen items or any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, injure a person, or damage property)	Pastoral meeting with SLT/SMT/Behaviour Lead	Verbal warning from staff to be recorded on & any additional safeguarding concerns on CPOMS Phone call to parents by SLT/SMT/Behaviour Lead and letter sent home. Student to be sent home on the day.	Consider time/out and/or restorative intervention/ FTE
Aggression towards staff or peers (Failing to stop physical contact when asked by staff).	Teacher/teaching assistant/other staff to closely monitor interactions and complete all necessary logs.	Phone calls made to parents/guardians Fix Term Exclusion- 1 day (work pack/Google Classroom given to pupils) Phone calls & letter sent home Log CPOMS	FTE

Substance misuse/under the influence of alcohol or drugs	Pupil to discuss with Behaviour Lead and to be provided with first aid. External agency referral if necessary.	A phone call to parent/guardian discretion of SLT if to be sent home. If sent home learning pack/google classroom given by tutor or mentor. Refer to safeguarding & log on CPOMS	Consider timeout/restorative intervention
Stealing or taking property from staff or other students	Pastoral 1 : 1 from Behaviour Lead/SLT	Report to police log on CPOMS Parent/guardian meeting at school FixTerm Exclusion- 1 day (work pack sent home) Phone call & Letter home sent home.	FTE
Repeat breaches of school code of conduct	Pastoral 1 : 1 from SLT	Reminder of policies & the school ethos Meeting with parents or guardians with SLT Log on CPOMS	HIVE Referral to be considered.
Vaping or smoking on site and around the designated school perimeter (outside) Carpark, front of the school, yard, back of the school	External agency referral considered Pastoral 1: 1 with SLT/SMT/Behaviour Lead, if the behaviour continues, a warning is given to the pupil.	Phone call home to parents and carers If behaviour persists, pupils will be sent home on the day with a home learning pack. Log on CPOMS	Contact parents/guardians Consider time out/restorative intervention
Persistent refusal to go into sessions not adhering to staff requests. Disrupting others.	Change of face with Teacher/teaching assistant/other staff 1:1 pastoral support and work to be completed in break out room.	Restorative room - for as long as necessary. If a restorative room is refused, phone call home and home learning intervention (with work pack/Google Classroom) Log on CPOMS	Contact parent/guardians Consider time out/restorative intervention
HIGH LEVEL			

<p>Severe damage to property Constant refusal to follow instructions from staff and SLT</p>	<p>External agency referral considered</p> <p>Pastoral 1 : 1 with SLT/SMT/Behaviour Lead</p>	<p>At the discretion of SLT a letter to parents about the incident sent to parents/carers. Threat- At the discretion of SLT inform the police and/or send the student home on the day.</p> <p>Fix Term Exclusion -for 3 days (work pack/Google Classroom sent home)</p> <p>Phone call & letter home considering cost recovery</p> <p>Log on CPOMS</p>	<p>Parent/guardian meeting/contact Internal inclusion to be considered FTE</p>
<p>Bullying/child on child abuse/abuse to staff or students/online harm</p>	<p>Teacher/teaching assistant/other staff to closely monitor interactions and complete all necessary logs</p> <p>Police</p> <p>Pastoral lesson carried out SLT/SMT/Behaviour Lead support. Possible external agency referral</p> <p>Restorative meeting to take place</p>	<p>At the discretion of SLT a letter to parents about the incident sent to parents/carers & meeting to be arranged if the behaviour persists.</p> <p>Fix Term Exclusion - 1 day (work pack/Google Classroom provided). Log on CPOMS</p> <p>Restorative meeting to take place</p>	<p>FTE Parent/guardian meeting/contact FTE to be considered</p>
<p>Physical assault on staff or other students. Objects thrown or threatened against staff</p>	<p>External agency referral considered</p> <p>Police</p> <p>Pastoral 1 : 1 SLT/SMT/Behaviour Lead</p>	<p>At the discretion of SLT a letter to parents about the incident sent to parents/carers & meeting to be arranged if the behaviour persists. Threat- At the discretion of SLT inform the police and/or send the student home on the day.</p> <p>Fix Term Exclusion- for 5 days (work pack/Google Classroom provided)</p> <p>Record on CPOMS</p>	<p>FTE Parent/guardian meeting/contact</p>

Use of pornographic images	External agency referral considered Pastoral 1: 1 SLT	At the discretion of SLT, a letter about the incident sent to parents/carers & meeting to be arranged if the behaviour persists. At the discretion of SLT inform the police and/or send the student home on the day. Fix Term Exclusion- to be decided by SLT Record all information on CPOMS	Parent/guardian meeting/contact FTE to be considered
Harassment - racism, child on child or sexual abuse to staff or students	External agency referral considered Pastoral 1 : 1 SLT Conflict resolution	Written warning issued / letter to parent/guardian Meeting with parents/guardians/carers Fix Term Exclusion - to be decided by SLT Coordinate with relevant agencies, police, social worker, virtual school Log on CPOMS	Parent/guardian meeting/contact FTE to be considered

11. Fix Term Exclusion (FTE)

For the vast majority of pupils, fixed-term exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then FTE will sometimes be necessary as a last resort to ensure that other pupils and teaching staff can work in safety and are respected. Measures will be taken with a view to:

- promote self-discipline and proper regard for authority among pupils,
- encourage good behaviour and respect for others on the part of pupils and prevent all forms of bullying among pupils
- secure that the standard of behaviour of pupils is acceptable
- securing that pupils complete any tasks reasonably assigned to them in connection with their education, and otherwise regulating the conduct of pupil

All exclusions are decided by the Headteacher and are carried out in line with the Safe Start School Exclusions Policy.

Process for FTE

To ensure consistency and fairness of the FTE process the following guidelines are followed by all staff:

- Staff member observing or receiving the challenging behaviour to report the incident to SLT/SMT/Behaviour Lead.
- A decision will then be made by SLT on the consequence, if it is a fixed term and for how long
- The SLT/SMT member will then inform reception to send out a letter to the parent\guardian and record on CPOMS
- Staff members involved will record the incident on CPOMS
- The SLT/SMT member will phone and inform the parent\guardian
- Relevant staff sit and discuss the outcome with the student explaining why the decision has been made and the process for returning
- Reception to organise transport home for student
- SLT/SMT will contact parents to offer them a reintegration meeting if the FTE is over one day
- On the day of return, the student will have a restorative discussion with a member of SLT/SMT and the relevant staff member/ student involved in the incident.
- Student behaviour will be monitored throughout the following days and if necessary, parents informed of progress.

Monitoring and reviewing

We are always striving to maximise the support we give to our students and to define new and creative ways to engage them. We review students' progress constantly and this policy is reviewed as frequently as is necessary to incorporate new practice.