



Behaviour Policy

Version	Date	Author	Changes
1.0	7 th June 2024	N Bowker	Created Policy
1.1	14 th March 2025	M Tomes	Amended names
1.2	3 rd February 2026	R Martin	Re-assessed and amended policy sections and legislation
1.3	5 th March 2026	R Martin	Revised language based on implementation of Team Teach
1.4	20 th March 2026	R Martin	Reviewed in line with KCSIE guidance for 2026 and new guidance for Restrictive Physical Intervention (April 2026) Streamlined for clarity of understanding and implementation and linked to the school's new rewards policy
1.5	18 th May 2026	R Martin	Added names of safeguarding team and information about proprietor body.

1. Scope and Legal Context

This Behaviour Policy applies to:

- all pupils enrolled at Supreme Start School;
- all staff, including supply staff, volunteers and the proprietor;
- all school activities, including those outside the normal school day.

This policy has due regard to the following legislation and statutory guidance:

- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989 and 2004
- SEND Code of Practice (0–25)
- Keeping Children Safe in Education (KCSIE) 2025
- DfE Behaviour in Schools guidance
- Restrictive Interventions, including the use of reasonable force in schools (April 2026)
- Online Safety Act 2023

This policy should be read in conjunction with:

- Child Protection and Safeguarding Policy
- Physical Intervention (Team Teach) Policy
- Anti- Bullying Policy
- Child- on- Child Abuse Policy
- SEND Policy
- Searching, Screening and Confiscation Policy
- Rewards Policy
- Exclusions Policy

2. Ethos and Aims

Supreme Start School is committed to providing a **safe, calm, structured and inclusive environment** where all pupils feel valued, understood and supported to learn.

This policy is grounded in a **child-centred, relational and trauma-informed approach**, recognising that:

- behaviour communicates need;
- children with Autism Spectrum Conditions (ASC) and other SEND may express distress through behaviour rather than words;
- positive behaviour is developed through **predictability, relationships, structure and co-regulation**, not punishment.

The aims of this policy are to:

- promote positive, respectful and safe behaviour;
- support pupils' social, emotional and mental wellbeing;
- ensure responses to behaviour are fair, proportionate and dignified;
- meet statutory duties under the Equality Act 2010 and SEND law;
- safeguard all children and adults within the school community.

3. Definitions

Expected Behaviour

Behaviour that aligns with shared expectations for a given situation and supports safety, learning and positive relationships.

Unexpected Behaviour

Behaviour that does not align with expectations for a situation and may impact safety, learning or wellbeing. Unexpected behaviour is addressed through teaching, support and regulation.

These definitions are applied developmentally and contextually.

4. Relational and Developmental Behaviour Approach

Supreme Start School adopts a **relational, developmental approach** to behaviour, informed by Thrive and attachment-aware practice.

Staff understand that:

- behaviour reflects developmental needs and emotional state;
- regulation and safety must be restored before learning or reflection occurs;

- following dysregulation, relationships are actively repaired using a **Rupture – Relate – Repair** model.

The school prioritises:

- predictability, consistency and containment;
- emotionally attuned adult responses;
- explicit teaching of social understanding and self-regulation skills.

5. Roles and Responsibilities

All Staff

All staff are responsible for:

- modelling expected behaviour;
- fostering trusting, respectful relationships;
- supporting regulation and de-escalation;
- responding to behaviour consistently and proportionately;
- recording behaviour incidents accurately on CPOMS;
- escalating concerns where behaviour may indicate safeguarding risk.

Proprietor Body

- The sole proprietor is responsible for overseeing all behaviour practice and consistency within the school.
- Line management of the Head teacher.
- Oversight of any physical interventions, serious safeguarding issues and allegations about the Head teacher.

Senior Leadership Team (SLT)

SLT is responsible for:

- overseeing behaviour practice and consistency;
- authorising higher-level responses where required;
- reviewing behaviour data and patterns;
- ensuring safeguarding thresholds are applied appropriately.

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead is Rachael Martin, who can be contacted on:07368978487 or rmartin@supreme-start.com.

The Deputy Designated Safeguarding Lead is Catherine Baldwin, who can be contacted on 0161 974 4777 or cbaldwin@supreme-start.com.

The DSL:

- reviews behaviour patterns through a safeguarding lens;
- determines escalation to external agencies where necessary;
- ensures behaviour practice aligns with KCSIE 2025.

6. Promoting Positive Behaviour (Rewards)

Positive behaviour is actively taught, modelled and reinforced.

Rewards are:

- specific, meaningful and developmentally appropriate;
- focused on effort, regulation and positive choices;
- adapted to individual pupils' needs and communication profiles.

Praise is:

- immediate;
- specific to the behaviour observed;
- calm, sincere and non- overstimulating.

Reward systems are flexible to meet the needs of a neurodiverse pupil population.

7. Responding to Behaviour of Concern

Low- Level Behaviour

Low- level behaviour refers to incidents that can be safely managed by staff without additional support.

Responses focus on:

- redirection;
- regulation and support;
- natural or logical consequences where appropriate.

All responses consider:

- the pupil's developmental stage;
- SEND and communication profile;
- the effectiveness of previous strategies.

High- Level Behaviour

High-level behaviour refers to behaviour presenting **immediate risk** to the pupil or others.

This includes, but is not limited to:

- physical harm or credible threats;
- severe or sustained dysregulation;
- incidents requiring Team Teach intervention;
- discriminatory or bullying behaviour;
- missing or absconding incidents.

Senior staff authorisation is required. All incidents are logged, reviewed and monitored.

8. Safeguarding, Child- on- Child Abuse and Online Conduct

Behaviour may be an indicator of safeguarding concerns.

The school:

- follows KCSIE 2025, including Part 5 on child- on- child sexual abuse;
- treats harmful sexual behaviour, harassment and violence as safeguarding matters;
- recognises online behaviour as part of safeguarding responsibilities;
- escalates concerns to the DSL without delay.

Victims are supported as a priority. All pupils are treated with dignity, fairness and care.

9. Physical Intervention and Team Teach

Supreme Start School uses **Team Teach strategies** where necessary to protect safety.

Physical intervention:

- is used **only as a last resort**;
- must be **necessary and proportionate**;
- is never used as punishment or to enforce compliance;
- is governed by the Physical Intervention (Team Teach) Policy.

All interventions:

- are recorded on CPOMS and the Physical Intervention Tracker;
- are reviewed by SLT;
- are communicated to parents within 24 hours;
- inform ongoing risk assessment and support planning.

10. Searching and Confiscation

Searches and confiscation are conducted lawfully in line with DfE guidance.

Prohibited or unsafe items may be seized where necessary to maintain safety or good order.

All searches are recorded, and parents are informed where appropriate.

11. Recording, Monitoring and Oversight

All behaviour incidents are:

- recorded accurately on CPOMS;
- reviewed for patterns and emerging risks;
- monitored through SLT and DSL oversight.

Behaviour data is used to:

- inform support plans;
- identify safeguarding concerns;
- evaluate the effectiveness of interventions.

12. Staff Training and Support

All staff receive:

- induction and annual training in behaviour support;
- Team Teach training appropriate to their role;
- safeguarding training, including behaviour-related risk.

Training records are maintained for inspection.

13. Governance and Review

The proprietor:

- reviews behaviour data termly;
- monitors compliance and effectiveness;
- ensures alignment with statutory guidance.

This policy is reviewed at least biennially, or sooner if legislation or guidance changes.

Appendix A: ASD & Pre- Verbal Behaviour Practice

Purpose

This appendix forms an integral part of the Behaviour Policy v1.4 and sets out specific, lawful and inclusive practice for pupils with Autism Spectrum Conditions (ASC) and pupils who are pre-verbal or minimally verbal. It ensures behaviour practice is child-centred, safeguarding-led and aligned with statutory guidance including Keeping Children Safe in Education, the SEND Code of Practice (0–25), the Equality Act 2010 and DfE Behaviour Guidance.

Behaviour as Communication

For pupils with ASD and/or pre-verbal communication, behaviour is recognised as a primary form of communication. Staff do not expect verbal explanations, written reflection or apologies. Behaviour responses focus on identifying unmet needs, sensory regulation, environmental adjustments and adult-led co-regulation. Behaviour is understood within the context of communication difficulty, sensory processing differences, anxiety, trauma, physical discomfort or changes in routine.

Reasonable Adjustments and Preventative Practice

The school makes reasonable adjustments to meet pupils' needs, including predictable routines, reduced language, visual supports, AAC access, sensory regulation strategies, structured transitions and demand-adjusted tasks. These adjustments are proactive and embedded in daily practice, not applied retrospectively.

SEN- Safe Use of Sanctions

Sanctions are never punitive for pupils with SEND. Consequences are therapeutic, proportionate and individual, and are not used where behaviour is directly linked to disability, sensory overload, communication difficulty or emotional dysregulation. The purpose of any consequence is learning, regulation and safety, not punishment or compliance.

Pre- Verbal Reflection and Repair

Reflection and repair for pre-verbal pupils are achieved through modelling, visuals, symbols, AAC methods, social stories and adult narration. Learning is supported through repetition, predictability and relational repair once the pupil is regulated. Staff prioritise restoring safety, dignity and relationships.

Safeguarding Escalation and TEAM TEACH

Behaviour incidents are reviewed as safeguarding concerns where patterns indicate risk, including repeated dysregulation, self-injury, frequent restraint, significant distress linked to attendance or sudden changes in presentation. These concerns trigger DSL review. Restrictive physical intervention (TEAM TEACH) is used only as a last resort to prevent immediate harm, must be reasonable and proportionate, and is always logged, reviewed and analysed for patterns.

Staff Behaviour Crib Sheet – Pre- Verbal Pupils

- Behaviour communicates need
- Reduce language, increase visuals
- Co-regulate before correcting

- Use AAC, PECS, symbols or gesture
- Narrate calmly and consistently
- Remove demands during dysregulation
- Repair relationships once regulated
- Record observed communication, not assumed intent

Behaviour → Safeguarding → TEAM TEACH → DSL Escalation

1. Behaviour observed and logged on CPOMS
2. Patterns identified by class lead/SLT
3. DSL reviews behaviour through safeguarding lens
4. Behaviour/Risk Management Plan updated
5. TEAM TEACH used only where immediate safety risk exists
6. TEAM TEACH incidents logged and reviewed by SLT
7. Repeated incidents escalate to safeguarding thresholds
8. External agencies engaged where appropriate