

HILLSIDE SPECIALIST SCHOOL AND COLLEGE

BEHAVIOUR POLICY



Reviewed by SLT – February 2026

To be reviewed – February 2028

Philosophy and purpose of a Behaviour Policy

The purpose of our Behaviour Policy is to support the aims and values of our school and ensure that the conduct of all members of the school community is consistent with the values of our school. Our common purpose is “for all pupils to learn to their full potential in a fun and safe environment” to:

- Remove/reduce a child’s barriers to learning
- Assist children to develop effective systems of communication and social interaction
- Develop a child’s ability to adapt to, and accommodate change
- Encourage children to positively manage their own behaviour and difficulties
- Provide a broad and balanced curriculum that meets each child’s needs, including access to the National Curriculum
- Provide an environment that fosters care and control of pupils to enhance learning opportunities
- Provide inclusive and transfer opportunities as part of the continuum of education provision
- Work in partnership with parents/carers and other professionals

This Behaviour Policy should be read alongside the following related policy documents:-

- Health and Safety
- Safeguarding
- Online Safety
- Attendance
- Teaching and Learning
- Home-School Agreement
- Single Equalities

Aims of behaviour management

- To overcome potential barriers to achievement, learning and assessment for pupils through the promotion of emotional regulation and social, communication skills.
- To ensure the safety and well being of pupils exhibiting challenging behaviour, their peers, the general public and members of staff.
- To protect the entitlement of pupils and staff to dignity and self respect.
- To assist pupils in developing and demonstrating appropriate and relevant social skills.
- To support parent in developing a consistent approach to coping with their child’s behavioural difficulties.
- To protect pupils from self-inflicted abuse or injury and abuse of the environment.

Rights and Responsibility

As part of the mission statement of Hillside Specialist School and College we share the motto “for all pupils to learn to their full potential in a fun and safe environment”. We aim to recognise everyone as being unique and to respect and value each member of the school community, and acknowledge the following values:

- Mutual respect
- Fairness and honesty
- Self-respect
- Care and consideration of others
- Self-discipline
- Highest expectations

The rights implicit in such values would include:

- The right to be safe
- The right to be heard
- The right to be able to learn and teach without unnecessary interruption
- The right to fair treatment
- The right to be treated with respect

The Governing Board is responsible for setting general principles that inform the behaviour policy. The Governing Board must consult the Headteacher, school staff, parents, carers and pupils when developing these principles. The Governing Board should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

The Headteacher is responsible for developing the behaviour policy in the context of this framework. The behaviour policy must include measures to prevent all forms of bullying among pupils. Headteachers must publicise the school behaviour policy, in writing, to staff, parents, carers and pupils at least once per year.

Responsibilities of pupils include:

- Letting other pupils get on with their work
- Sorting out disagreements without fighting

Responsibilities of staff include:

- To act in accordance with the agreed positive handling approach
- To be familiar with Behaviour Support Plans of pupils they come into contact with
- Responding to the diverse learning needs of pupils
- Treating all pupils with respect and fairness
- Consulting and liaising with parents, carer, colleagues and other agencies
- Encouraging and developing personal interest, choice and decision making enabling all pupils to become active participants in their own learning through the setting of suitable learning challenges.

These values and responsibilities will be taught to the pupils through the five social and emotional aspects of learning:

- Self awareness
- Managing feelings
- Motivation
- Empathy
- Social skills

We as a school will teach our pupils of the above using a step by step approach with opportunities to revisit and build on skills in a developmentally appropriate way:

- Helping learners to generalise to real life
- Using a positive approach
- Using whole class meetings and circle time
- Use co-operative group work and peer education
- Ensuring congruence with the rest of the school.

Code of Conduct

Within School there is an expectation of how everyone is expected to behave, including staff, parents, carers and visitors. This reinforces the idea that behaviour is not just a pupil issue, but one which relates to everyone.

Encouraging Good Behaviour

A pupil is less likely to exhibit difficult behaviours if his/her self esteem is high and if achievements (behavioural, academic or other) are recognised and celebrated.

All staff must show pupils they are respected and welcomed. They should demonstrate their own example appropriate ways of expressing their emotions. A calm, consistent approach and a sense of humour are important qualities that help to reduce tension and promote a sense of confidence and security in pupils.

Pupils need their efforts and successes acknowledged and valued. Positive feedback must be visible or tangible, we do not give positive feedback when we remember or we feel like it.

Good behaviour will be encouraged by:

- Providing learning opportunities which make social, emotional and behavioural skills their explicit focus
- Ensuring learning opportunities are participative, experiential and empowering
- Using a step-by-step approach with opportunities for revisiting and building upon skills in a developmentally appropriate way
- Helping learners generalise to real life
- Using a positive approach
- Using active methods
- Using whole-class meetings and circle time
- Using co-operative groupwork and peer-education

- Using rewards and motivators to highlight the benefits of their own good behaviour

Unacceptable behaviours

At Hillside Specialist School and College the wellbeing of children and young people is at the centre of our educational processes. We believe it is a basic entitlement of all children that they receive their education free from discrimination, humiliation, oppression and abuse.

We want Hillside to be a School in which all pupils feel safe and secure and where parents send their children to school confident in the knowledge that they will be protected. We aim to create and maintain an environment that is warm, free from inhibiting pressure yet with a capability to be challenging, thus providing the optimum conditions for learning and development.

Most unacceptable behaviour should be responded to when it occurs by the staff present at the time and will need no special intervention or advice from others. Staff should feel confident in their response and not fear judgement by colleagues.

If a consequence is used it must be clear why it has been applied. Restorative approaches should be used in which the behaviour can be highlighted, discussed with the individual and processes can be put in place to minimise repeated incidents and for pupils to make good choices.

A consequence will be very much down to the individual and will be pupil centred.

Bullying

At Hillside Specialist School and College, every pupil has the right to learn and develop in a safe, respectful and nurturing environment. Bullying of any kind is unacceptable and will not be tolerated. Many of our pupils require explicit teaching, guidance and support to understand social expectations, boundaries and the impact of their actions.

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, physically or emotionally. Bullying may be:

- **Physical** – hitting, pushing, kicking
- **Verbal** – name calling, mocking, taunting
- **Emotional** – exclusion, humiliation, manipulation
- **Online/Cyber** – harmful messages or image sharing
- **Prejudicial** – based on disability, race, faith, gender or other protected characteristics

Not all conflict or harm between pupils constitutes bullying, as many may struggle with communication, emotional regulation or social understanding. Each incident will be assessed in context.

Preventing Bullying

We promote a positive culture through:

- Modelling respectful behaviour
- Explicit teaching of relationships, emotions and social skills
- Encouraging positive peer interactions
- PSHE, circle time and class meetings
- Monitoring social spaces
- Staff training to recognise conflict, anxiety and escalation
- Accessible communication, including AAC and visual supports

Responding to Bullying Concerns

All concerns about bullying will be taken seriously. Staff will:

1. Ensure the immediate safety of pupils
2. Inform SLT and the DSL where appropriate
3. Investigate incidents using supportive, developmentally appropriate communication
4. Consider intent, understanding, need and capacity
5. Use restorative approaches where appropriate
6. Communicate with parents/carers
7. Put additional support or adjustments in place as needed
8. Record the incident on CPOMS

Support for Pupils

Both the child experiencing harm and the child causing harm may need support, including:

- Social stories or Comic Strip Conversations
- Emotional regulation interventions
- Key adult or mentoring support
- Adjusted timetables or environments
- Teaching alternative communication or behaviours
- Multi-agency support

Bullying as a Safeguarding Concern

Certain behaviours may indicate broader safeguarding risks. The **DSL must be informed immediately** where there is any concern of child-on-child abuse, exploitation, or significant emotional harm.

Child on Child abuse

Any allegations of child on child abuse must be raised immediately with the DSL.

The DSL will refer to the specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures and act accordingly based on the situation.

Response to behaviours

All staff are trained in Team Teach where the emphasis is on positive handling with diversion, diffusion and de-escalation used to prevent violence and reduce the risk of injury.

The calmer you are the less the problem is likely to escalate. Remain calm, be objective, ask yourself:

What caused the flare up?

What is actually happening?

What do you want to happen?

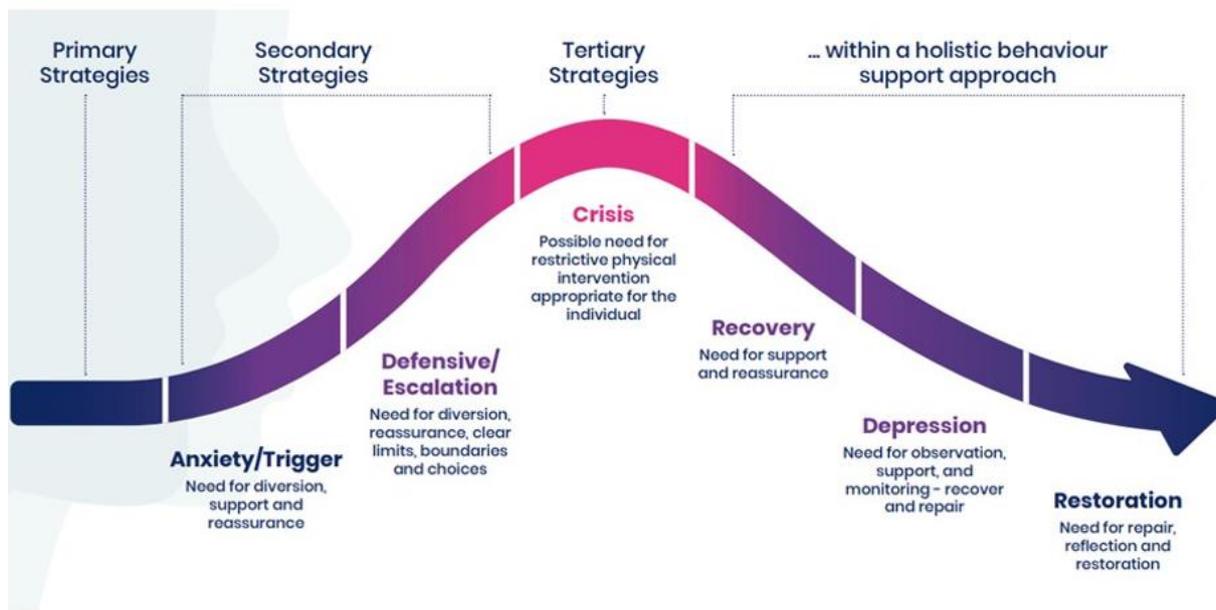
If possible:

- Remove the pupil from the audience and summon help if needed
- Talk quietly in soothing, mellow tones; let him express anger, but encourage the pupil to be calm
- Don't rush things, do not be in a hurry to discuss the child's behaviour as this can be done later
- Stay with the pupil as long as necessary and only return to the class when the pupil is ready
- Ensure a consistent and appropriate use of AAC with the pupil
- Remind the pupil what it is you want them to do in order to return to the class eg "when you are quiet you can return to the computer"
- Rotate supervision/handling of pupils to lessen the strain on staff; some staff may be able to cope with challenging behaviours better than others.
- Explain what you are doing and why you are taking sanctions such as removal to the child to help them understand what they have done wrong.
- Explain the procedures to visitors/students so that they don't misinterpret the situation.
- Allow time to de-brief after the incident

- Put in place a personalised timetable for individual pupils who are struggling to regulate their behaviour.

Stages of Distress and Support

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In the case of violent or aggressive pupils the law does recognise the justification of the use of restraint in exceptional circumstances. In such circumstances staff will need to follow guidelines in the policy document relating to care, control and handing of pupils.

No member of staff may introduce a restraint procedure without prior consultation with the Headteacher or Assistant Headteachers, Team Teach Tutors, parents/carers, except in an emergency.

Why might a pupil need to be physically restrained?

Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force in line with the Restrictive Interventions, including the use of Reasonable Force DfE document effective 1st April 2026.

The Authority recognises that there are occasions when it is appropriate for staff to use physical control where restraint is necessary to prevent a child either putting itself

in physical danger or endangering others and has total confidence in staff exercising appropriate judgements in this respect.

There are some situations, therefore, where restraint may be considered necessary. These are to:

- Protect a child from encountering physical danger
- Protect a child from self-injurious behaviour
- Protect another child from violence
- Protect an adult from violence
- Calm an excessive emotional outburst

A Positive Handling Plan may be drafted in every case and either discussed with or sent home for parents/carers to see, amend if necessary and sign, indicating their consent.

Each incident must be recorded either on CPOMS or on a record sheet which has been specifically designed for use in conjunction with the Behaviour Management Plan.

Any member of staff who is involved in a programme of intervention, which includes restraint, must also monitor their own feelings. Whilst restraining a child an adult is likely to become hot and adrenaline may be released. Under these circumstances the adult may hold the child more firmly than they intended. Staff are urged to try and recognise any feeling of over excitement, distress or loss of control within themselves and ask for help immediately. Seeking help (in any circumstances) must never be seen as failure; it indicates the complete reverse, and, what is more, puts the needs of the child first!

The main priority throughout must be safety – the safety of the child themselves, the other children around them and the staff. If a child suddenly becomes more aggressive the other children in the group must first be moved to a safe distance or the child removed from their vicinity. Great care must be taken when doing this to alert other nearby members of staff of the possible dangers.

The Lancashire County Council protocol on the use of restrictive physical interventions in Schools, Residential Homes and other Care settings for children was launched in 2012. The protocol is available in School alongside other related policies.

Recording and Reporting

Behaviour incidents are recorded and input onto CPOMS. Parents and guardians are kept informed and involved through phone calls, emails, EHCP reviews as well as through multi agency meetings. Behaviour is continually reviewed across the school. The results of Behaviour data analysis is reported to Governors on a termly basis.

Looking at adult behaviour

Make sure it is the behaviour that is the problem and not staff intolerance, i.e. we may have difficulty tolerating a behaviour which, if ignored, would perhaps go away, but because we react to it, it actually gets worse, for example, nose picking , spitting

or being sick. Many children display behaviours which are very annoying to the adults around them, but they are not intended to be annoying. They are often self-stimulatory behaviours.

It is important to ask at this stage, "whose problem is the behaviour?" Sometimes we may find a behaviour irritates us, without due regard to the needs of the child in which case, perhaps another person could deal with the behaviour more rationally.

Behaviour Management Strategies

A whole range of approaches may be needed to deal with a particular problem. We may decide to ignore a behaviour displayed by one child but intervene and try to prevent another child from performing the same behaviour. This suggests that for each individual child we must apply strategies and adapt them as necessary.

Non-aversive techniques are often useful for recurring behaviours – some examples are:

- To distract, divert or re-direct the pupil
- To ignore the behaviour
- To discover the cause of the behaviour and remove it
- To teach an alternative behaviour which achieves the same function as the problem behaviour (teach the pupil to communicate desire to stop activity instead of up-turning table)
- To reinforce acceptable behaviours that are incompatible with the problem behaviour (eg teach stroking to replace smacking)
- Look at introducing a personalised timetable.

Most difficult behaviour can effectively be dealt with by sensitive and consistent use of these techniques, sometimes combined with some fair sensitive and limiting voicing of disapproval or reprimand. The level of interaction should be kept to a minimum and the staff should always be aware of the next step, should it be necessary – these would include diversions, rule reminders, positive directions, use of positioning in the classroom and proximity to the pupil.

Some behaviours that may appear 'naughty' are typical of specific developmental stages such as climbing or throwing and may last longer with pupils with severe learning difficulties – the behaviours may be a problem that needs working on. It is advisable for staff to discuss specific incidents and experiences and contribute to develop a consistent approach to managing the behaviours.

Consultation, Monitoring and Evaluation

All parties have been included in the writing of this policy.

This policy was reviewed and evaluated in light of the Lancashire County Council guidance for schools issued in July 2012. It will be reviewed annually in line with the Policy Review Cycle. This policy reflects the agreed Team Teach approach on positive handling. Consult your Team Teach workbook for further information, advice and guidance.

Complaints Procedure

A full copy of the School Complaints Procedure is available in School. Any complaints concerning behaviour management should be addressed to the Headteacher.