



Knowsley Central School

Behaviour Management Policy

Reviewed by:

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Appendix

1. Positive Behaviour Plan

Behaviour Policy

1. Rational

Knowsley Central School operates on the fundamental principle that all behaviour is communication. Through this policy we outline our commitment to supporting children to communicate to the best of their abilities, self-regulate, be resilient and recognise their emotions. Through developing these skills, we ensure that:

‘Everyone is a Star and Can Shine in our Learning Community.’

All staff will provide a **consistent** and **positive** approach to behaviour and support children through communication, personal development, emotional development and social development to learn skills for appropriate behaviour.

‘Staff skilfully help pupils to regulate their own behaviour and to manage their emotions. Staff are experts at noticing when pupils experience distress or discomfort, and they respond quickly and sensitively.’

(Ofsted March 2025)

1:1 Behaviour will be supported through:

- Creating an orderly and safe working environment where staff, children and parents/carers can work together;
- Taking care of the health and safety of every child;
- Developing a consistent procedure and fair approach to managing behaviour and supporting each other to achieve this;
- Provide a relevant and challenging curriculum which will enhance learning and self-esteem and which reinforces positive behaviour and high standards;

1.2 Statutory Compliance

This policy is designed to meet the requirements of the following legislation and statutory guidance:

- **DfE 'Behaviour in Schools'** (February 2024)
- **DfE 'Restrictive Interventions'** (April 2026)
- **Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025**
- **The Equality Act 2010**
- **The Children and Families Act 2014**
- **The Education and Inspections Act 2006** (specifically Sections 93 and 93A)

1.3 Scope and Application

This policy applies to all staff, visitors, volunteers, and students on placement. It covers pupil conduct on school premises, during school-organised activities (such as trips and visits), and while travelling to and from school.

2. School Ethos

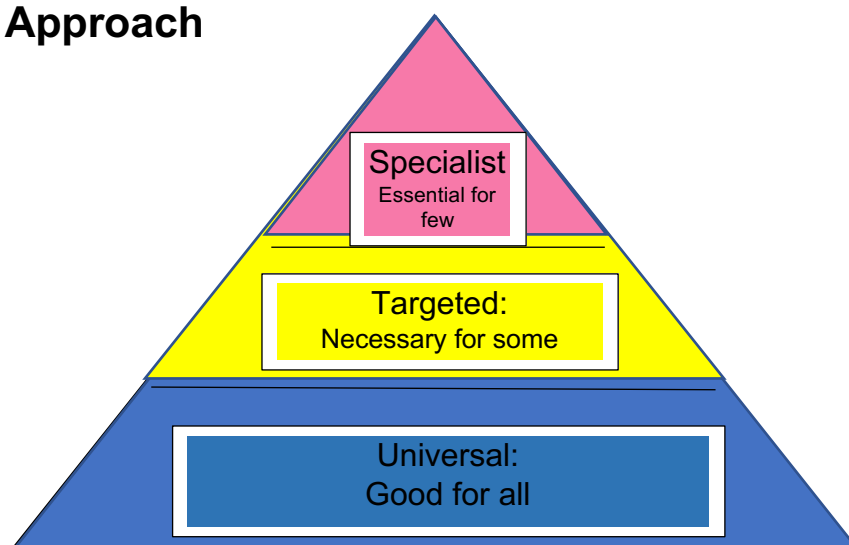
Every member of staff, without exception, has a part to play in establishing and maintaining a positive and supportive culture. This will include having positive expectations of the children, having respect for all, providing good social models for the children, constantly looking to celebrate achievement, and looking to enjoy and have fun in school. This ensures a whole school approach to wellbeing and behaviour for learning.

2.1 At Knowsley Central we are able to offer a tiered approach to behaviour and this ensures that every child has the ability to enjoy the freedom to learn. We provide a secure environment where children are encouraged at all times, to be kind to one another.

2.2 Defining Successful Habits

The "Behaviour Curriculum" at Knowsley Central School is the explicit teaching of successful habits and routines. We define what successful behaviour looks like and teach these as key habits to ensure pupils can participate fully in school, family life, and the wider community.

3. Tiered Approach



3.1 Universal - offer to support positive behaviour.

- Children will be supported with Kind Actions, Kind words, Kind thoughts.
- Good listening, good looking, good sitting. Staff understand that children will need to move or focus on different activities to be able to focus on learning however we encourage learning these skills
- Whole Body Listening.
- 4 voice levels – 1 No Talking, 2 whisper, 3 Table Talk, 4 Outside Voice
- Zones of regulation within each classroom -Emotions boards provided in each class which are differentiated to meet the children's needs.
- Visual or written timetables/ First and Then boards
- Universal communication offer, Total communication approach – visuals, speech and language support delivered by class staff, the use of Blank Levels
- Sensory universal offer – sensory trays, sensory circuits, sensory rooms.
- Regular Play and Say days.

3.2 Targeted – offer to support behaviour.

- Class staff identify needs or repetitive behaviours which are not socially accepted or a hazard to the child or those around them.
- A positive support plan may be put in place which will be shared with the staff within class and parents/carers. Parents/carers maybe invited into school to discuss this if appropriate.
- Activities may be structured differently for instance if a child is struggling at playtimes, then they may be given playful tasks to do to engage them and prevent the behaviour that has occurred.
- Staff may monitor behaviour over time to see if they can identify challenges that the child is experiencing that they may find difficult to understand and therefore strategies will be put in place.
- Access to social stories and comic strip conversations
- Consistent language models and when not to use language.
-

3.3 Focused – Reason for accessing focused support Offer to support behaviour.

- Teachers will have exhausted all strategies and the child's behaviour is not showing signs of improving
- The child is a risk to themselves or others around them and this is resulting in a number of incidents/restraints or concerns by others
- Home has identified that they are seeing similar or more challenging behaviours.
- Referrals to Educational Phycologist will be made.
- Support from Speech and Language Therapist will be sort.
- Occupational therapist maybe asked to review the child's needs
- Staff may also discuss with parent/carers referring to Positive Behaviour Support through our school link which would be triaged by their team to decide if they can provide any further support for the child/family.

- Interventions carried out by different members of staff possibly related to social communication, emotions, or personal wellbeing.

4. AIMS

Approaches to supporting effective behaviour will be an integral part of the curriculum when teaching all children appropriate and relevant social skills, which will allow them to participate as fully as possible within, school, family-life and the wider community. We aim to:

- provide information for all staff in relation to what is considered acceptable and appropriate behaviour and how to deal with inappropriate or socially unacceptable behaviours when they occur.
- raise awareness about appropriate behaviour
- Teach acceptable standards of behaviour, Knowsley Central seeks to develop children's mutual respect for each other; feelings of others and respect for other people's property and that of the school.
- encourage increasing independence and self- discipline so that each child learns to accept responsibility for his/her behaviour and understand the impact on others.
- help children to learn to self-regulate/learn strategies to manage their own behaviour
- create an environment of calm and good order with a purposeful and happy atmosphere within the school
- foster positive, caring attitudes towards everyone, where achievement at all levels are acknowledged, valued and celebrated.
- work in partnership with parents/carers, families and professionals from other disciplines
- Ensure that all children and staff are aware that bullying in any form is not acceptable (See anti bullying policy)
- Aggressive/violent behaviour is also unacceptable. (See principles for supporting effective behaviour)

5. Principles for supporting effective behaviour.

It is important to understand that behaviour is communication. During times of dysregulation, there may be no apparent cause/trigger. At Knowsley Central School staff aim to be aware of any possible triggers or reasons for behaviour and manage/reduce any known triggers, when possible, to do so. Strategies will be recorded within a classes dynamic risk assessment which all staff will have read and signed to ensure consistency and understanding of the different children's needs.

It is essential to establish good relationships between children, staff and parents/carers. The emphasis should be on praise and rewards rather than consequences. Further information can be found in DOH DFES Document (see further reading)

5.1 Adjustment for SEND

In accordance with our "best endeavours" duty under the Children and Families Act 2014, all routines are adapted to meet individual needs. To ensure compliance with the Equality Act 2010, we provide reasonable adjustments including visual timetables, "First and Then" boards, and scheduled sensory breaks. Staff understand that some pupils require movement or alternative activities to maintain focus, and adjustments are made proactively and by design.

6. Mobile Phone and Technology Policy

6.1 Prohibition Mandate

Pupils are strictly prohibited from using mobile phones throughout the school day, including breaktimes and lunchtimes. This ensures a calm environment conducive to learning, as per DfE 2024 guidance.

Knowsley Central School does allow children to use iPad and tablets during the school day for communication purposes only and not for accessing online content whilst in school independently. If there is a need for children to access online content then this will have been as part of a planned teacher session and it will be supervised at all times by school staff.

6.2 Adjustments

Reasonable adjustments will be made only for specific medical or disability-related needs on a case-by-case basis.

6.Code of Conduct for staff at Knowsley Central

- Staff should not shout as a means of reprimand.
- Collectively we reinforce positive behaviours.
- We praise achievements, no matter how small
- We focus on the positives.
- We treat everyone with respect
- Plan activities so that they involve more than one person or at least are in sight or hearing of others.
- Respect children and young people's rights
- Provide access for children, young people and adults to feel comfortable enough to point out attitudes or behaviours they do not like, and try to provide a caring atmosphere.
- We remember that someone else may misinterpret your actions, no matter how well intended.
- We act as an appropriate role model
- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential
- To create a safe and pleasant environment, physically and emotionally

- To be a good role model
- To recognise that each child is an individual and to be aware of their needs
- To share issues with SLT if they have or see a problem with behaviour management.

Staff do not

- permit abusive peer activities (e.g., bullying, ridiculing)
- Make inappropriate comments, or have inappropriate verbal banter with young people.
- Jump to conclusions without checking the facts.
- Make inappropriate remarks/ gestures or comments that are around gender, age, religion culture or sexual preference.
- Rely on our good name to protect us. It may not be enough.
- Believe it could not happen to us, it may.

Further information is found in the school's code of conduct.

8. Restrictive Interventions and Physical Contact

8.1 The Care and Control Policy Supremacy

The '**Care and Control Policy**' is the governing document for all physical interventions. Staff must prioritize de-escalation, diffusion, and distraction.

Legal Grounds for Use Staff may use reasonable force only when necessary to prevent a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property

There is a 4th which is stated below, however, this statement would require significant disorder in which others or the child were in danger of being seriously harmed.

4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Situations in which this would not be appropriate is a child simply shouting out or refusing to move as other options are available such as offering distractions, or removing the audience if this is appropriate and does not cause distress to the other children. There may be occasions such as in the dinning-hall that it would be difficult to remove the children and therefore there may be a need to use reasonable force. The use of reasonable force should always be used as a last resort and staff should attempt to use a variety of strategies to support a child appropriately before using reasonable force.

8.3 Prohibited Measures and Statutory Duties

Staff are strictly prohibited from using force as punishment or any restraint that affects a pupil's airway or circulation. Under the **Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025**, the school has a **statutory duty** to record and report all incidents of seclusion and restraint to parents and the relevant authorities.

8.4 Seclusion vs. Withdrawal

Intervention	Nature	Purpose
Seclusion	Forced confinement; pupil cannot leave.	Prohibited for discipline. Used only as an emergency safety measure.
Time Out	Restricting access to reinforcement.	Voluntary or monitored; pupil may freely leave the area.
Withdrawal	Supportive removal from distress.	Removed to a location where they are continuously observed and supported until ready to resume usual activities.

9. Home School Agreement

Through our Home/ School Agreement, we encourage parents/carers:

- To support the school in the implementation of this policy
- To be aware of the school rules and expectations
- To share if they have or see a problem
- To be aware of safe internet protocols outside of school

9.1. What we do if a child presents with challenging behaviour:

Staff should use planned behaviour management strategies and not react emotionally, avoiding public reprimands wherever possible.

It is sometimes necessary to remind a child within a group situation of what is or is not acceptable behaviour. However, this needs to be in a calm and succinct manner.

- We redirect children into positive activities.
- We model appropriate behaviour
- We recognise triggers and when a child's communication need is not being met and put new strategies in place.
- Where appropriate we discuss incidents with the child involved
- We use the curriculum to teach children about their behaviour.
- We encourage children to try to resolve disagreements themselves
- We encourage children to take responsibility for their own behaviour

10. Searching, Screening and confiscation

From 1st September 2022 advice has been provided to schools, the guidance is in place to ensure

‘School staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure child and staff welfare is protected and helps schools establish an environment where everyone is safe. This advice is intended to explain schools’ screening, searching and confiscation powers so that headteachers and other staff have the confidence to use them if necessary.’

At Knowsley Central due to the cohort of children within our school, it would be exceptional circumstances in which this guidance would be required. In the event that a situation should occur and a child does require searching, screening or something confiscated which was an item of concern. The Headteacher (In the event of his absence a member of SLT) would always be notified before any action is taken and would provide the staff with the appropriate information.

11. Training and advice for staff

11.1 Training:

Training for all staff will be made available. The formal Team Teach training will be provided by the Two Team Teach Intermediate tutors within school. Each of the trainers will attend their reaccreditation yearly to maintain the ability to train other staff within the school setting.

Strategies for dealing with challenging behaviour:

At Knowsley Central, staff are reminded in training to use a tool box of strategies when identifying a change in/ or a trigger for behaviour. Some methods are:

- Diffusion
- Distraction
- Use child’s interests to re-engage them.

This may happen at any point of a behaviour happening to break the cycle.

11.2 Some Do’s and don’ts

Do

- ☐ Have a plan.
- ☐ Use nonverbal strategies to support de-escalation.

- ☐ listen and acknowledge
- ☐ Describe reality
- ☐ Use positive language, corrective language
- ☐ Be aware of the tone, cadence and volume of your voice
- ☐ Allow silence for reflection
- ☐ Do use partial agreement
- ☐ Restate and paraphrase Use the 'Help Script'.
- ☐ Ensure boundaries that are reasonable enforceable and safe.
- ☐ Have items that children like to reengage them.
- ☐ Ask other people for help and accept it when offered this is our 'help protocol'.
- ☐ Be aware of and use personal space effectively.
- ☐ Use reward systems as appropriate to the child's needs.
- ☐ record/report incidents as soon as reasonably possible (before you leave the school premises)
- ☐ ensure that concerns about child's behaviour are shared with the school team for support
- ☐ Share information with staff.
- ☐ Reengage children back into learning when possible
- ☐ Celebrate achievements or positive behaviour with the use of appropriate systems special mentions, star of the week, stickers, praise etc.

Don't

- ☐ Threaten remove personal belongings.
- ☐ use punishments
- ☐ Leave child without supervision at times when they are anxious or in a crisis situation. -Time out – be clear what this means? Children need to be supervised at all times and this, must be timed and in line with the individual plans. There must be regular opportunities to reintegrate child back into learning.
- ☐ Mirror angry behaviour.
- ☐ Stand face-to-face or square up.
- ☐ Use rapid hand gestures
- ☐ point or prod with the finger
- ☐ fold arms, invade personal space
- ☐ Forget that child's facial expressions can give a mixed message.
- ☐ Refuse basic rights, eating, drinking use of toilet.
- ☐ Put yourself at risk.

12.Recording, Reporting and Monitoring

12.1 CPOMS Recording

All behaviour incidents and significant uses of force must be recorded on CPOMS as soon as practicable and no later than the same day. Records must include **names of witnesses** and will be **read by a member of the SLT**.

12.2 Other records

Staff will record behaviours and strategies in a behaviour plan (see appendix 1)

- ☐ Behaviour plans should be shared with all relevant professionals must be talked through with everyone involved with that child/young person.
- ☐ It is everyone's responsibility to read know and understand the individual behaviour plans of children/young people.

12.3 Parental Notification

It is a **statutory requirement** to inform parents/carers of any significant incident of force or seclusion as soon as practicable, and no later than the end of the school day.

12.4 Data Analysis

The SLT and Governing Body monitor data to identify trends and ensure no disproportionate impact on pupils with protected characteristics or SEND.

13.Complaints:

Any complaints about staff will be investigated through the School's Complaints Policy. If necessary, the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.

14.Exclusions

If a child presents with extreme or ongoing highly challenging behaviour the school reserves the right to place the child on a fix term exclusion. For further details in relation to the schools, policy please see the Exclusions policy which can be found on the school website.

15. Information for staff, supply, visitors, students on placement and other professionals.

The policy should be read in conjunction with other school policies relating to interaction between adults and children, including Care and Control, Risk Assessment, Health and Safety, Exclusion and Safeguarding policies.

The policy has been prepared for the support of all teaching and support staff who come into contact with children and for volunteers working within the school to explain the school's arrangements for behaviour. Its contents are available to parents/carers, children, and relevant stakeholders.

Appendix 1



Positive Behaviour Plan

Positive Behaviour Plan	
Pupil Name and class	
Date of review	
Long-term aim	Target Behaviour Success Criteria
Daily management strategies	
Triggers both environmental and personal (Triggers maybe a certain time of the day, A place in school. A word/ too much verbal, colour, smell.	Inappropriate behaviour
Strategies—diffusion, distraction. (If a team teach technique is required please name and then complete a Positive Handling Plan)	Timescale (how long does an episode normally last)
De-escalation (once calm what actions will you take to stop the pupil from spiralling in to crisis again)	Repair (pupil may need some further support throughout the day. Pupil may if they wish to discuss what has happened)

Signed: _____ Signed: _____ Signed: _____ Date: _____
Teacher Head teacher/SLT