



The Key Service

Behaviour Management Policy

September 2025/26

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The Keys is committed to welcoming all pupils into an understanding and supportive environment, where relationships are the foundations which pupils use to build on personal growth. At The Key, pupils needs are recognised no matter how they are communicated.

As part of our admissions process, we scrutinize presenting behaviours of individual pupils in order to unpick underlying causes for behaviour. For each pupil we plan strategically to make reasonable adjustments to prevent challenging behaviours from occurring. We plan to respond and intervene positively in challenging situations to reinforce positive outcomes. At The Key there is a strong focus on PACE and relational approaches, where adults have a clear understanding of their role as co regulators.

Intentions

- To foster the belief that all behaviour is communication and not a reflection of the individual pupil.
- To encourage pupils to recognise the triggers for their behaviour and provide them with the strategies to make better behaviour choices
- To recognise, share and model what expected behaviour looks like.
- To promote personal growth, self-esteem and self-discipline
- To teach appropriate behaviour through positive intervention

Aims

- To provide a safe, comfortable and caring environment where everyone's needs are met
- To ensure that all children are treated fairly, are shown respect and develop positive relationships
- To provide clear guidelines for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach in which all adults take responsibility for behaviour and follow up incidences personally
- To help children take control of their behaviour and be responsible for the consequences of it.
- To use restorative approaches in response to behaviours, avoiding punishments.
- To ensure all adults within the keys setting use consistent language to promote positive behaviour

All staff will

- Meet and greet pupils at the start of every day
- Give all pupil's 'a fresh start' at the beginning of every lesson
- Make reasonable adjustments to meet individual pupil's needs
- Model positive behaviours and positive relationships
- Recognise and reward pupil's efforts and achievements
- Always redirect pupil's behaviour by referring to our 'Key rules'

All parents will

- Work in partnership with the pupil's home school and The Key, to ensure consistent messages are given about expected behaviours
- Support The Keys rules and policies
- Inform The Key staff about any issues at home that might affect a child's learning or behaviour

A consistent approach

All members of staff will manage behaviour effectively by:

- Deliberately and persistently recognising pupils doing the right thing, and praising them in front of others
- Knowing their pupils well, and developing positive relationships with all
- Working hard to build mutual respect and getting to know each pupil as an individual
- Remaining calm and modelling desired emotions, using PACE strategies to help regulate pupils
- Demonstrating unconditional care and compassion, always keeping the pupil in mind.
- Recognising that all staff at The Keys have an equal duty to support pupils in managing dysregulation. Behaviour management is not the sole responsibility of SLT or KSP's; staff must apply the de-escalation approaches provided through Team Teach as part of consistent practice

Because children want adults to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be understanding and fair

- Have a sense of humour
- Separate them as an individual from their behaviour

The 3 Key rules

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded. Children are **praised publicly and reminded in private**.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

The Key has 3 simple rules '**Be Willing, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive intervention plans which may include rewards to reinforce positive behaviour.

The Key Rules	The Key Consistencies	The Key Recognitions
1. Be Willing 2. Be Respectful 3. Be Safe	1. Daily meet and greet 2. Persistently recognizing children doing the right thing 3. Early identification & intervention of behaviour 4. Praising in public (PIP), Reminding in private (RIP) 5. Consistent language and use of PACE approach 6. Accompanying children to the gate at the end of every day	1. Recognition boards 2. Stickers & Certificates 3. Phone call/text home 4. Verbal praise 5. Class Rewards 6. Show work to another adults 7. The Key star of the week 8. Recognition in assembly

Stepped Boundaries

REMINDER	<p>I noticed you chose to (noticed behaviour) I can see you are..... (validate emotion) This is a REMINDER that we need to be (Willing, Respectful, Safe) You now have the chance to make a better choice Thank in advance</p> <p>Example – ‘I’ve noticed that you are finding this difficult and can see that you are frustrated. Remember you can be successful if you are willing to have a go. Let’s have a go together to get this done. Thanks for trying.’</p>
WARNING	<p>I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. Shall we step outside to chat about how you are feeling</p> <p>If you continue to choose to (reference rule being broken, EG not be safe) you will leave me no choice but to ask you to, (work at another table / go to the quiet area etc)(learner's name),</p> <p>Do you remember when (model of previous good behaviour)? That is the behavior I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I’m glad we had this conversation</p> <p>Example - ‘I have noticed you are still not ready to do your work. You’ve been reminded of the school rule of being Willing. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.’</p>
TIME OUT	<p>You are (noticed behaviour) which means you are (reference rule) Example – You are throwing objects which means you are not being safe.</p> <p>You need to.....(Go to quiet space - sensory room, reflection room, outside) ‘I will come and speak to you in two minutes’ or ‘I will come with you’</p> <p>Example – ‘ You are swearing at others’. You are breaking the Key rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.’</p> <p>As soon as the pupil is showing signs or bring ready, they are reintroduced to the classroom with support of an adult – this must always take place before the lesson ends.</p> <p>*DO NOT describe child’s behaviour to other adults in front of the child*</p>
REPAIR & RESTORE	Staff will identify the most appropriate time for a reflection, ensuring the pupil has returned to a calm state and is clear of the ‘crisis’ zone to avoid reescalation of behaviour. As always, referring to PIPs.

	<p>What happened? What were you feeling at the time? How are you feeling now? How did this make other people feel? Who has been affected? What should we do to put things right? How can we do things differently?</p> <p>Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important. Repair & restore is a vital element of a relational approach.</p>
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Sanctions

Sanctions should

- Make it clear that unacceptable behaviour affects others and is taken seriously
- Not apply to a whole group or effect activities of other individuals
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure
- Be in proportion to the action

Sanctions should not

- Exclude pupils from curriculum opportunities and activities
- Be evident to other pupils
- Be carried over to the following day.

Language around Behaviour

At The Key, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave.

Language should

- Reflect the policy's scripted Responses
- Be specific and factual when describing behaviours observed
- Recognize, empathies, validate and label emotions
- Follow the PACE strategy

Language should not

- Include descriptive phrases such as 'kicked off' or 'screaming fit', as this is unhelpful language that makes the details of the behaviour unclear.
- Be delivered in the presence of other pupils.

High Level Behaviours

At The Key we recognise that pupil's behaviour is their way of communicating emotion. We also understand that for many pupils that attend our setting, previous trauma and adverse childhood experiences have impacted on their ability to react in an age-appropriate way and to express their emotions safely.

Pupils who have displayed high level and dangerous behaviours will have a bespoke 'Positive Intervention Plan'.

Use of physical intervention or reasonable force, maybe used if a pupil is or is about to:

Do an injury to self/ others
Cause significant damage to property
Engage in behaviours that seriously disrupt good order and discipline
Commit a criminal offense

- Physical intervention or reasonable force will only be used as last resort.
- All staff at The Key are trained in Team Teach.
- The Key will record all serious behaviour incidents on CPOMS
- The Key will record any physical intervention in the TeamTeach bound book.

Pupil's **will not** be **excluded** from The Key. However, in extreme circumstances following a dangerous behaviour incident, there may be a need for a pupil to spend a short period of time away from The Key setting to allow for a review or risk assessment to ensure everyone's safety on return.

Extreme Circumstances

If a pupil's level of dysregulation is so extreme that there is a significant risk to themselves or others, an immediate dynamic risk assessment will be undertaken to ensure everyone's safety.

Very rarely, and only in extreme circumstances, a decision may be made to restrict a pupil's access to areas of The Keys setting. This may involve physically preventing the pupil from leaving the reflection room temporarily, by use of a closed door. This safety strategy will only be acted upon following consultation with SLT and parents, and will be detailed within the pupil's Positive Intervention Plan. This measure is only implemented to prevent further harm or damage from occurring which could lead to serious injury or serious consequences for the child.

The pupil will always be visually monitored by two members of staff. If, at any time, the pupil is at risk of self-harm, staff will enter the room and use physical intervention to keep the child safe. Following an incident, staff will update Positive Intervention Plans and discuss events as

part of the daily debriefing. We will use every opportunity to learn from these extreme incidences to reduce the likelihood of them occurring again. Parents will always be informed through a phone call or meeting, and any positive handling will be recorded in the Team Teach bound book.

If staff have to hold a door closed to prevent harm to the child or others, an immediate meeting will be arranged with parents and the school to review the incident and intervention strategies. Holding a door closed and isolating a child must never be used as a planned response and must be avoided at all costs. Should such a measure prove unavoidable, there must be an urgent review of the pupil's support plan with both school and parents to ensure safer and more effective strategies are identified and implemented.