

Local Procedure/Protocol

School/Home Name:	Cheshire Hall School
Local Procedure/Protocol Title:	Behaviour Policy
Linked to Group Policy Title & Code:	Restraint Reduction Policy – OPP02
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Procedure/Protocol Lead (SCHOOL):	Louise Gumbley – Pastoral Manager
Procedure/Protocol Sponsor (GROUP):	Elaine Moyers, Associate Director (Safeguarding, Behaviour and Inclusion) Rob James, Head Of School Development

EQUALITY AND DIVERSITY STATEMENT

Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT

Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on our Group goals.

To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.

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1. RATIONALE

- 1.1 Our school delivers clinically informed specialist education and care meeting the individual needs of our pupils within a safe, nurturing and predictable environment. We believe in creating environments that are enabling rather than challenging, which in turn will enhance a child's well-being and quality of life. We recognise that day-to-day experiences can sometimes be overwhelming for our pupils and that at these times they may communicate their distress through their behaviour. Sometimes these behaviours may negatively impact themselves or others.
- 1.2 We aim for every member of our school community to feel valued and respected, and for each person to be treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. Our school's Behaviour Policy is designed to support us in promoting the overall quality of life of pupils and staff, and an environment in which everyone feels happy, safe and secure. Positive Behaviour Support approaches are based on a set of overarching values, which include the commitment to providing support which promotes inclusion, choice, participation and equality of opportunity.
- 1.3 This policy outlines the behaviour we expect from all our pupils, staff and visitors to the school. It extends to all members of our school community and is written in line with current legislation, guidance and best practice. Feeling safe is a prerequisite for learning and accessing opportunities. This policy aims to ensure all members of our school community are supported to behave and conduct themselves to maintain a safe and effective learning environment for all.
- 1.4 We hope that by encouraging positive behaviour patterns, we can promote good relationships throughout the school, built on trust and understanding. Using this policy, we aim to support all our pupils in developing a high level of social awareness and inclusion. We aim to ensure that all our pupils leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life.
- 1.5 Our School is dedicated to ensuring that our school environment supports learning and the well-being of pupils and staff through a strong sense of community. Participation, support, safety and respect are the foundations of our ethos, and we work hard to provide a school where pupils feel included in every aspect of school life, being comfortable to voice their opinions.

Our school is committed to supporting all pupils to:

- Achieve their full potential.
- Acquire the knowledge and skills relevant to life in a demanding, fast-changing world.
- Develop as confident learners, able to take risks within a safe environment.
- Be curious, ambitious and take pride in their achievements.

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- Achieve high standards in all they do.
- Develop as self-motivated, independent and collaborative learners.
- Value and care for themselves and others in our community.
- Understand their rights and responsibilities as citizens.
- Enjoy what they do and have fun.

1.6 To achieve these aims, our school will provide:

- A happy, healthy, safe and secure environment.
- High-quality teaching
- Person-centred support
- An exciting curriculum, which is delivered based on the needs and interests of pupils, providing first-hand practical experiences.
- A stimulating, evolving, inspirational, capable environment.
- A professional, skilled, and highly motivated staff team.
- School leadership focused on continuous improvement.
- Opportunities for parents and carers to play an active, supportive part in their child's education.
- Opportunities outside the classroom, and the chance to extend our close links with the local community.

1.7 This policy aims to determine the boundaries of acceptable and unacceptable behaviour, describe how we encourage and motivate our pupils, the natural consequences used by the school, and how they will be fairly and consistently applied, whilst considering the individual needs of pupils.

For all of our pupils, the school will:

- make clear its expectations of positive behaviour through many different means such as positive role modelling, establishing consistent routines, school assemblies, lessons, school council meetings and in published documents;
- utilise a range of positive motivators such as giving verbal praise, awarding house/class points, stickers, certificates;
- treat every member of the community as individuals and respect their rights, values and beliefs;
- create a zero-tolerance environment against all instances of bullying or discrimination;
- promote good relationships and a sense of belonging to the community;
- intervene early to challenge unsafe behaviours;
- be consistent when supporting pupils with behaviours of concern

We believe that approaches need to be tailored for each individual and should be applied flexibly and reviewed regularly. We will endeavour to find out what works best for each pupil and build a framework of approaches that help to shape behaviour that enhances a pupil's quality of life.

2. STANDARDS OF BEHAVIOUR

2.1 The school understands that the first step to modelling positive behaviour is to lead by example. This means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally. We work hard to ensure that expectations and standards are clear and consistent across the school. Expected boundaries, positive encouragement and natural consequences are clear to all and are applied fairly, proportionately, and without discrimination, taking into account special educational needs and disabilities (SEND) as well as the additional challenges that many pupils may face.

2.2 Staff receive training regarding the individual needs of the pupils as part of their continual professional development and understand the expectations regarding keeping children safe. We work closely with parents and carers to understand their children's needs and the resulting behaviour. We believe that (in conjunction with consistent routines) boundaries and reliable support systems are an important part of building an effective learning community. We discuss positive behaviour and behaviours of concern with parents and carers regularly. We encourage parents/ carers to communicate with the school if they have concerns about their child's behaviour, and we try to support parents when they need it. We promote positive behaviour within the school curriculum, and reminders of school rules and expected standards of behaviour are displayed in classrooms and around the school.

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2.3 Staff are a constant presence around the school, before and after school, between lessons, during break and lunch time, to supervise and support pupils to use the school premises respectfully and behave as expected. We recognise that when individual pupils engage in persistent disruptive behaviour, this can indicate an unmet need. If such needs are identified, we will do our best to ensure that the pupil receives appropriate support. Some pupils may require individualised or additional support to take full advantage of the educational opportunities available to them. Individual Support Plans will be used to identify behaviours of concern and how supporting staff will utilise individual strategies to reduce these. These individual support plans are based upon the 'Stages of an Incident', a theoretical model proposing that the behaviours of individuals that may display challenging behaviours or behaviours of concern typically elevate following a trigger event (phase 1) through an escalation phase (2) where behaviour becomes increasingly agitated; a crisis phase (3) characterised by behaviour that may pose a risk to the individual or others and a recovery phase (4) in which there is a gradual return to baseline behaviour.

2.4 Advice will be sought from our multi-disciplinary clinical team and external agencies to support us in putting in place appropriate support strategies. **Please read our Special Educational Needs Policy.**

The school will take all reasonable measures to ensure the safety and well-being of all pupils and staff, and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills. Please read our Anti-bullying Policy.

3. EXPECTATIONS OF PUPILS

3.1 We expect and support everyone to show respect to one another, whether pupils, staff or visitors. Within the context of their identified individual needs, pupils are supported to follow school rules, listen to and follow instructions from staff. We recognise that meeting the school's expectations may be very difficult for some, and that additional support and individual adaptations may be necessary. This extends to any arrangements put in place to support their behaviour, such as pastoral support programmes, post-incident learning and consequences.

3.2 Incidents of bullying, denigration, or bringing intentional harm to other pupils or staff cannot be tolerated. Under no circumstances will illegal or inappropriate items be brought into school, and all pupils will be supported to respect and look after the school premises and environment. The following behaviours undermine our core principles of safety and therefore may result in a consequence being implemented and or in some situations, a possible suspension. These decisions will be made considering the individual needs of the pupil. For more information on suspensions, please refer to our Suspension Policy.

3.3 Behaviours that we regard as cause for concern include:

- verbal behaviour of concern towards pupils, staff or others;
- physical behaviour of concern towards pupils, staff or others;
- sexual assault of staff or other adults
- child-on-child sexual violence and sexual harassment
- inappropriate online behaviour, including language, soliciting or sharing inappropriate material, images or videos
- damage to property
- possession, use or distribution of alcohol, cigarettes, vapes, illegal drugs or substances;
- theft
- possession or use of an offensive weapon
- arson
- repeat incidences of unacceptable behaviour that negatively impact the quality of life of the child, but also others.

3.4 In respect of any behaviour where a child has suffered or is likely to suffer harm, we will follow *our Child Protection Policy*

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4. ROLE OF PARENTS OR CARERS

4.1 Parents and carers play a big part in ensuring that their children are ready to learn, and are aware of the behaviours expected of them when in school. We ask that parents agree to our home-school agreement to indicate that they will respect and support our Behaviour Policy. By building school life into a child's natural routine, ensuring that your child is at school on time, appropriately dressed, rested, and equipped will encourage your child to adhere to school rules and procedures.

4.2 We ask parents and carers to work with the school in support of their child's learning, which includes informing the school of any newly arising personal factors that may result in their child displaying behaviours of concern. We ask that parents be prepared to attend meetings at the school with staff or the Head Teacher to discuss their child's behaviour and to adhere to any agreements put in place.

In the case of suspensions, we remind parents and carers that they must provide supervision for their child during the time that they are suspended from school, support their child with work sent home by the school and to attend a reintegration meeting at the school with their child as required.

5. OUR SCHOOL RULES

5.1 At Cheshire Hall School, pupils are expected to meet expectations that embody and reinforce the school's values:

The poster is titled 'Cheshire Hall School – School Expectations' and features the Witherslack Group logo on the left and the Cheshire Hall School logo on the right. It is divided into three colored boxes, each with a heading and a list of expectations:

- To be CONNECTED I will:**
 - Be kind
 - Be inclusive
 - Be a good friend
 - Put right my mistakes
 - Be helpful
 - Attend school regularly
 - Be caring
 - Attend lessons on time
 - Accept school rules
 - Wear my school uniform
 - Allow others to help me
 - Respect school and equipment
- To be HONOURABLE I will:**
 - Be honest
 - Be respectful
 - Show kindness
 - Listen carefully
 - Try my best
 - Ask for help
 - Report concerns
 - Celebrate everybody
 - Admit mistakes
 - Do the right thing
 - Attend school regularly
 - Be resilient
- To be SUCCESSFUL I will:**
 - Give my best
 - Achieve my learning objectives
 - Celebrate my achievements
 - Attend school regularly
 - Be ready to learn
 - Try new things
 - Engage with learning
 - See mistakes as part of learning
 - Embrace challenges
 - Ask for help
 - Attend lessons
 - Learn about careers

6. UNIFORM AND APPEARANCE

6.1 Our school uniform should be worn by all pupils; however, we understand that some pupils' individual needs may mean they struggle to navigate the sensory world of school, and that the uniform may be a cause for anxiety. We will ensure that we work collaboratively with parents to agree upon suitable adaptations to our school uniform where this may be the case.

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- 6.2 Uniform is important as it is a symbol that everyone is a key part of our school community. It also helps prepare pupils for life as an adult when they may have to wear a uniform at work. Our School uniform consists of:
- **Primary** - sky-blue polo shirt with school logo, royal blue sweatshirt with logo
 - **Secondary** – sky blue polo shirt with school logo, navy sweatshirt with school logo
 - Black school trousers or skirt,
 - All black footwear.

We provide each pupil with two polo shirts and two jumpers. These are provided free of charge.

Pupils must bring a warm coat in colder months. Parents should ensure clothing is labelled with their names.

Please note – any other items of clothing are not to be worn in the school building, eg. caps, hoodies

All pupils are required to wear the designated PE kit for physical education lessons. The approved kit includes:

- **Bottoms:** Black or navy jogging bottoms or knee-length shorts.
- **Top:** Plain, unbranded white T-shirt.
- **Outerwear:** School sweatshirt as needed.

Please note - Leggings are not permitted as part of the PE kit.

7. BULLYING

- 7.1 Bullying can be defined as, “Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally” (DfE).

Bullying will not be tolerated. Our school is a ‘telling school’ where staff will work with both the victim and bully to provide support and address bullying.

We embrace our legal responsibility to prevent and tackle bullying. Our Anti-Bullying and Behaviour Policies are in place and available on our website and from the school office.

- 7.2 We also follow anti-discrimination law and comply with the Equality Duty (The Equality Act 2010) which has three aims:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

- 7.3 Our staff have a duty to prevent discrimination, harassment and victimisation within the school. Please refer to our Anti-Bullying Policy.

8. REWARDS AND CELEBRATION

- 8.1 Our school believes that it is important to encourage and recognise positive engagement throughout the school through celebration and reward. This could include a school reward system aimed at stimulating a voluntary and progressive improvement in their behaviour and engagement thus increasing their motivation towards the achievement of academic objectives.

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8.2 At our school, we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. The many ways we celebrate success are listed below:

- A reward system that recognises and reinforces both individual and group positive behaviour
- A house system designed to encourage and promote positive collective behaviour
- Positive celebration assemblies/celebration certificates
- Headteacher recognition awards
- Individualised and planned incentives for individuals
- Opportunities to explore external experiences, trips

Our approaches will be tailored for each individual pupil and will be applied flexibly and reviewed regularly. We will endeavour to find out what works best for each pupil and build a framework of approaches that help to shape behaviour and improve quality of life.

9. PUPIL SUPPORT

9.1 We aim to support our pupils to ensure that every child succeeds during their time at with us. Where it becomes clear that a pupil is having ongoing difficulties in meeting behavioural expectations, there are a wide range of strategies which are used to support pupils. These include:

- Behaviour reminder system (see Appendix 3)
- Increased communication between home and school.
- Individual support plans.
- The allocation of a personal Key Worker or learning mentor
- Small group work or 1:1 support in self-esteem, emotional literacy, nurture group.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil's behaviour.
- Referral for additional internal or external support from the embedded Clinical MDT, including our Educational Psychologists, Creative and or Talking Therapists and the Safeguarding, Behaviour and Inclusion (SBI) Team.

10. SANCTIONS AND NATURAL CONSEQUENCES

10.1 The term consequence is very broad, as all behaviour naturally has a consequence. Where a pupil demonstrates behaviours of concern, we believe that there are times when staff may need to put something in place to ensure a different outcome for next time, repair and make good and improve quality of life where we can. It's important to understand that 'one size' doesn't fit all and that any consequence should be person-centred. A consequence (or action) should be relevant to the needs of the pupil and the function of the behaviour, and not the actual form of the behaviour (what it looks like).

To support this, Cheshire Hall School implements a range of proportionate, individualised, and person-centred responses that are adapted to meet the specific needs of each pupil, taking into account the seriousness and frequency of the behaviour. Where appropriate, natural consequences are used to help pupils understand the impact of their actions. These responses are outlined within a graduated approach to supporting positive behaviour (see Appendix 2)

A behaviour of concern that might result in an additional consequence being necessary would be if the behaviour:

- Is dangerous or high risk to the young person, others or the environment.
- Is an offence or may instigate police involvement
- Is socially unacceptable (when the behaviour would be high risk to them in society).
- Is not in the best interest of the young person

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- Impacts on the individuals Quality of Life or the Quality of life of others.

At Cheshire Hall School, consequences are not punitive and will always reflect a response that is child-centred, restorative and promotes respect and dignity. It aims to provide a 'stepping stone' to learning a new skill for next time or provide an alternative option for the future.

A clear record will be kept of any sanctions that are implemented by the school and will be monitored by Senior Leaders. Pupils will be encouraged to give their views where possible.

10.2 As an example. The school may utilise the following consequences:

- Opportunities for reflection, at break time or lunch time, during which the behaviour of concern is discussed and strategies for improvement identified.
- Pupils will be supported with opportunities to complete any missed work during break or lunch time
- Staff may use opportunities to undertake restorative work to ensure that pupils experience natural consequences and 'put something right' when things have gone wrong.
- A review or change to planned activities to ensure safety for all participants.

Appropriate accommodations and supervision will be provided to support the pupil and meet their individual needs, including during any consequences.

11. SEARCHING AND CONFISCATION

11.1 It is our priority to ensure that pupils are in a safe and secure environment in school. Searching can play a critical role in ensuring this and can be a vital measure to safeguard and promote staff and pupil welfare.

11.2 Following guidance set out by the Education and Inspections Act 2006 and Searching, Screening, and Confiscation – Advice for Schools (July 2022), Head teachers (and staff they authorise) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

11.3 The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of any person (including the pupil).
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

Banned items to be searched for:

- Psychoactive substances
- E-cigarettes, matches, lighters or smoking paraphernalia
- Vapes and vape liquids
- Material that is inappropriate or illegal for children to have; such as racist, homophobic, misogynistic, sexist or pornographic material
- Any items that could be used for gambling purposes, including mobile phones or mobile devices; gambling is not allowed on school property
- Any item that could be used to cause personal injury to, or damage to the property of any person (including another pupil)

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- 11.4** Where we need to conduct a search for a prohibited item, the head teacher will authorise this. The Head teacher can authorise a member of staff to search for specific prohibited or banned items or all items set out in this behaviour policy. It will be explained to the pupil what is being searched for and the reason for the search. Where the pupil does not agree to be searched, our school will consider the best way of moving forward. Depending upon the risk associated with any prohibited or banned item, the use of reasonable force may be necessary. The use of reasonable force will differ depending on whether the member of staff is searching for processions or the pupils themselves.
- 11.5** The Education Act 2011 allows for staff to seize an electronic device to examine any data or files on the device if they think there is a good reason to do so. These data or files may be erased before returning the item if they believe there is a good reason to do this. Any cigarettes or e-cigarettes confiscated in school will be destroyed.
- The Headteacher will liaise with the Designated Safeguarding Lead regarding any potential searches of prohibited items, and this will be recorded on the safeguarding database by the person conducting the search.
- 11.6** Where a search for prohibited and/or banned items has been undertaken search record (Appendix 1) will be completed and uploaded to the safeguarding concern by the person who conducted the search.

12. USE OF RESTRICTIVE PHYSICAL INTERVENTION

- 12.1** All staff receive comprehensive training in positive behaviour support, including de-escalation and physical intervention. To maintain the safety and welfare of all our pupils, it may sometimes be necessary to use restrictive physical intervention, as permitted by law. Section 93 of the Education and Inspections Act 2006 enables all school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:
1. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
 2. causing personal injury to, or damage to the property of, any pupil (including him or herself);
 3. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise. This means that where a pupil fails to respond to repeated warnings and reminders to improve an aspect of behaviour which disrupts the learning of others, they can be removed from class.
- 12.2** The school does not encourage the use of restrictive physical intervention, and it will be used only as a last resort. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of intervention used should always be proportionate to the situation that is presented.
- 12.3** All staff at the school are fully trained in Protecting Rights in a Caring Environment (PRICE) and have the authority to use physical intervention when reasonable, necessary and justified. This extends to persons whom the Head Teacher has given the responsibility to oversee or control of the pupils. Staff can also use this authority when they are lawfully in charge of pupils off the school premises, e.g. on a school trip.
- 12.4** Following serious incidents involving the use of restrictive physical intervention, the school will speak to the parents or carers and pupils and staff will be offered a de-brief. Such serious incidents involving the use of restrictive physical intervention will also be recorded by the school. Please refer to the Restraint Reduction Policy.

13. OFFSITE CONDUCT

- 13.1** We promote the expectation that our staff and pupils are ambassadors for the school. Pupils should have a clear understanding of the boundaries and behaviour expectations when outside of the school premises, and these should be reminded and reinforced by staff.
- Staff hold the same responsibility and Duty of Care for pupils off-site as they do on-site. If a pupil is displaying behaviour that is high risk and dangerous to themselves or others, including members of the public, high risk and damage to the environment or property, or staff have grounds to believe this may occur, then they have the same powers as referred to in section 12.

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14. COMPLIMENTS AND COMPLAINTS

- 14.1 We welcome feedback, whether positive or about improvements we should consider making. Sometimes we do not get things right and our school has a standard complaints procedure. In the first instance, we encourage parents to take any complaints or concerns to a staff member or to the Head Teacher who will do everything in their power to help resolve any issue swiftly and effectively. For details of the full complaints procedure, please refer to our School Complaints and Representations Policy. The policy is available on our website and also from the school office upon request. For information about how to complain or challenge a suspension, please refer to the school Suspensions Policy.

15. REFERENCES

[Education and Inspections Act 2006](#)

Searching, Screening, and Confiscation – Advice for Schools (July 2022)

16. ASSOCIATED FORMS

OPSF09 – Search Record (Schools)

17. APPENDICES

Appendix 1: Behaviour reminder system

Appendix 1: Reminder System

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To ensure consistency across the whole school in addressing low-level behaviours and disruption, we implement a structured reminder system. This system is designed to be easily understood by students and straightforward for staff to apply.

For most students, the reminder system will run up to a natural transition point such as break, lunch, or the end of the school day. While many students will benefit from this approach, some may require a slightly adapted version to meet their individual needs. In such cases, personalised adjustments will be documented within the student's Positive Behaviour Support (PBS) plan

First reminder

-Staff should use the student's name and provide a calm, clear reminder of the expected behaviour, focusing on what the student **should** do, rather than what **not** to do. Wherever possible, link the reminder to the school's core values to reinforce a positive and consistent message.

Second reminder

-A single member of staff should quietly and discreetly speak to the student. They should calmly let the student know that this is their second reminder, clearly reinforce the expected and appropriate behaviour, and link the message to the school's core values. Staff should also remind the student of any rewards or positive outcomes they are working towards to help refocus and motivate them.

Third reminder

-One member of staff should calmly speak to the student outside of the classroom. The student should be clearly informed that this is their final reminder. Staff should reinforce the expected behaviour, remind the student of the reward goals they are working towards, and explain any potential consequences if the behaviour continues.

Consequence

-The response following the final reminder will depend on the individual student, the nature of the behaviour, and the timing (e.g. during a lesson, break, or lunchtime). Appropriate next steps may include completing any outstanding work from the lesson or engaging in a restorative conversation to reflect on what happened and explore alternative actions for the future.

Consequences should be natural, meaningful, and focused on learning rather than punishment. During this time, students should be supported by a trusted member of staff to ensure the approach remains positive, personalised, and reflective of the student's individual needs

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Cheshire Hall School – Relational Approach Help Script

1. Open the conversation gently - *"Hi [Pupil's Name], I noticed there was a bit of a problem at breaktime with Bobby. Would you like to talk about it?"*
"It looks like something might have gone wrong at break. I'm here to listen if you're ready."
 Physical Approach (Calm, Respectful Body Language - Gently lower yourself to the pupil's level - sit beside them, pull up a chair, or stand nearby at the side of the classroom rather than in front. Maintain an open, non-threatening posture.
 Consider the YPRA/PBS plan to ensure you're providing emotional safety and space for the student to feel calm and in control.
2. Refer to why you are there and the specific rule/expectation - *"I'm here because I noticed something that doesn't match our expectations. Remember, one of our school rules is (use specific expectation), e.g., using kind words/keeping hands to ourselves/following instructions. Right now, I need to help you get back on track with that, so everyone feels safe and respected."*
"I can't allow you to speak to your classmates like that or to push them. I need you to enjoy your break - and just as importantly, let others enjoy theirs too."
3. Guiding the Pupil through the response to their behaviour - *"(Pupil's name), I'm going to need to see you for five minutes at lunchtime today. That time will be for us to talk things through and think about how we can make a better choice next time." "I also want to remind you of something important – you remember last Thursday when I called your mum. You had a fantastic week. You were kind to others showed real respect to your classmates. That was brilliant to see" "That's the behaviour I know you're capable of – and that's what I need to see from you now. I believe you can get back there. Thanks very much for listening"*
4. Step back with purpose - Once you've delivered the message, step away from the situation. It's very difficult for a Pupil to continue arguing when you've just acknowledged and praised their previous positive behaviour. Staying calm and composed in this moment is key -this is where strong behaviour management truly lies. Modelling emotional resilience and self-regulation is key - the very behaviours we want our pupils to learn and mirror.

Appendix 3 - Graduated Approach to Supporting Positive Behaviour

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Step	Example of behaviour	Consequence	Action/managed by
Step 1 Behaviours do not interfere with young person's right to be safe or learn/happens for the first time. LOW LEVEL BEHAVIOUR	. Low level disruption . Shouting out/talking over in class . Walking around the classroom without permission or as part of their PBS plan . Failing to complete the task set (through behaviour) . Uncooperative behaviour . Hurt someone through carelessness (not just accidental)	. Reminder system . Not earned reward points for that lesson/session	. Preventative/de-escalation/diversion . Explain expectations – give example . 3rd reminder- Script Intervention Managed by class teacher/ support staff
Step 2 Behaviour of concern begin to impact the rights of both the young person and others—most notably, the right to learn. These behaviours often continue from Step 1 and may require a period out of class or additional support from an adult. PERSISTENT LOW LEVEL BEHAVIOUR	. Step 1 behaviour continues despite staff intervention/reminder system fully exhausted . Failure to complete the set task over two or more sessions . Verbal abuse directed at peers or staff, such as swearing or using offensive language . Deliberate damage to school property or equipment	. Time out of class, supported by TA or Pastoral Assistant . Restorative/ reflection conversation at break/lunchtime. . Catch-up of 'lost learning', during lunchtime the following day.	As Step 1 with addition of – . Restorative form completed If persistent or if 'lost learning' catch up has been arranged – . Class Teacher or TA to contact and inform parent/carer . Complete consequence log - Update PBS plan, if required - Update YPRA, if required Managed by class teacher/ support staff
Step 3 These behaviours significantly infringe on the rights of others, most notably the right to feel safe and secure. ZERO TOLERANCE BEHAVIOURS	. Using racist or homophobic language directed at a peer or adult . Deliberately causing physical harm to peers or adults through actions such as hitting, kicking, scratching, biting, or spitting. This refers to behaviour that is NOT considered crisis-level . Leaving lessons without permission in a way that is persistent or disruptive to learning of others and not part of an agreed regulation strategy . Bullying (see Anti-Bullying policy) . significant disruption to a lesson, eg. . Behaviours that pose a risk of harm to oneself and others (eg. Tipping tables, throwing objects) Or – . Continued, deliberate disruption over time	. Removal from the situation – support from Pastoral team/SLT on call (where required) . Restorative reflection, extended time through lunch/break, including supervised dining . Internal exclusion may be issued	As above with the addition of: . Pastoral manager to follow up with parents/carers and staff . PID and PIL to be completed (where required) . Complete incident log . Complete bullying log (where required) . Consequence book completed . PBS plan to be update and escalated to wave 2 (where required) -YPRA to be updated Managed by Pastoral Manager/SLT on Call

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Step 4 Suspension/ Permanent Exclusion PERSISTENT ZERO TOLERANCE BEHAVIOUR OR SERIOUS INCIDENT (in line with the Suspensions Policy)	The following examples of unacceptable or dangerous conduct may lead to suspension/ permanent exclusion: - premeditated physical assault, serious assault or threatened violence against other - misuse, supply or intent to supply drugs or alcohol in school - carrying or use of an offensive weapon in school - fire starting or arson - serial bullying - racist abuse - abuse against sexual orientation or gender reassignment - abuse relating to disability	Suspension/ Permanent Exclusion (used only as a last resort in exceptional circumstances)	As above with the addition of: . Headteacher to follow Witherslack Group policy, procedures and guidance - Reintegration meeting held with Headteacher, Pastoral Manager, Parents/Carers on return to school Managed by Headteacher and Regional Director
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