Behaviour Principles

Agreed: November 2026

We, the Governing body of Springhead School believe that

- all members of our school community should be able to learn and achieve in a safe, secure and purposeful environment.
- We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included.
- We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability. The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed.
- The **Behaviour Policies** and **Code of Conduct** will be applied with consistency and fairness, with regard to each individual situation.
- The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; appropriate praise and celebration of outcomes; to provide boundaries and make our expectations clear.
- We will always try to teach the child what is expected, without humiliation or in public view.
- Our focus is on **positive behaviours** and the opportunities for pupils to learn through therapies and interventions. We therefore work to reduce risk of harm through negative behaviours.
- Due to the complex needs of our pupils there are times when staff have to work in particularly challenging circumstances. We support the staff team by providing a range of training which gives them the skills to support challenging behaviour, manual handling, medical needs, health and safety and safeguarding.
- The school follows the **Behaviour Policies** and **Code of Conduct** and Securicare training which includes the use of physical restraint where absolutely necessary.
- Where there are questions about practice, school will follow the relevant policies and procedures including the pastoral care for school staff accused of misconduct.
- Springhead School use a range of support and therapies to meet the very individual needs of our pupils. Through observation and monitoring of pupil behaviour and rigorous analysis of information gathered, new strategies are deployed.
- At times, it is identified that pupil's needs cannot be met in a generic special school. The review process will be used, including seeking appropriate assessments to consider the most appropriate provision for the child.
- Our children, those with special educational needs, physical or mental health needs, and looked after pupils may experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their needs.
- We will always work with parents and carers to understand their children and their circumstances and believe this relationship is an important part of building a strong learning community.
- Given our duty of care to the pupils, this written statement and the policies that both stem from it and are influenced by it (for example, safer touch, behaviour, anti-bullying and exclusions) apply to all pupils when in school, when travelling on school transport (not provided by the Local Authority), and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member of Springhead School off-site.
- The school will utilise its powers to search and to **use reasonable force** in order to keep individuals from harming, or further harming, themselves or others.
- The school will always be responsive to the needs of children and will make its expectations of behaviour clear to staff and children.
- Given the importance of the safety of children, the Governing Body support the school's authority to **permanently exclude** where the child's safety and that of other children can no longer be maintained.
- All such difficult situations will be handled with utmost respect of all the individuals involved, including children, their families and staff and within local authority procedures.
- The school regularly reviews behaviour incidents on CPOMS and in conjunction with the class teacher and class teams both for positive behaviours and where there may be concerns.