Hope School, College and Provision

Behavior and Relationship Policy.

Policy reviewed annually by the Headteacher and Governors.

Hope School Behaviour and Relationships Policy

Statement of Intent

At Hope School and College, we recognise that every pupil is an individual with unique strengths, needs, and developmental pathways. Our approach to behaviour is rooted in our core values of achievement, equality, and

independence.
We are committed to creating a safe, respectful, and inclusive environment where all members of the school community feel valued and supported. Behaviour is understood as a form of communication, and our responses are tailored to each pupil's special educational needs (SEN), developmental age, and level of understanding. This policy promotes positive relationships, emotional development, and self-regulation, rather than relying on punitive approaches.

Legal Framework and Guidance

This policy is informed by current UK legislation and guidance, including:

- Behaviour in Schools (DfE, 2022)
- Keeping Children Safe in Education
- Equality Act 2010
- Children and Families Act 2014
- Use of Reasonable Force (DfE, 2026)
- Suspension and Permanent Exclusion Guidance

Principles

- Every member of the school community is treated with dignity and respect
- All pupils have the right to feel safe, secure, and valued
- Behaviour is a form of communication
- Responses to behaviour must be developmentally appropriate and proportionate
- Positive relationships are central to effective behaviour support
- Consistency is achieved through shared understanding, not rigid systems

Roles and Responsibilities

Pupils will be supported to:

- Develop respect for themselves and others
- Engage in learning at an appropriate level
- Communicate their needs and feelings
- Develop independence and self-regulation skills

Staff will:

- Model respectful, calm, and supportive behaviour
- Provide consistent, developmentally appropriate responses
- Make reasonable adjustments in line with pupils' SEN
- Work collaboratively to support behaviour
- Use de-escalation and relational approaches

Parents and Carers will:

- Work in partnership with the school
- Support agreed strategies where appropriate
- Ensure pupils are ready for school each day
- Engage with communication systems and reviews

Promoting Positive Behaviour

Positive behaviour is promoted through:

- A nurturing, relationship-based approach
- Clear routines and structure
- Individualised communication systems (including AAC where appropriate)
- Explicit teaching of social and emotional skills (PSED)
- Use of praise, encouragement, and meaningful reinforcement
- Zones of Regulation and emotional literacy support

All pupils have personalised targets (e.g. within IDPs) which support their social, emotional, and behavioural development.

Understanding Behaviour

At Hope School, behaviour is understood as a form of communication. Staff consider:

- Developmental stage rather than chronological age

- Communication needs
- Sensory processing needs
- Environmental triggers
- Medical or emotional factors

Individual behaviour support strategies are recorded and reviewed regularly using the school's behaviour system- Behaviour Smart.

Responding to Behaviour

Responses to behaviour are:

- Individualised
- Proportionate
- Focused on de-escalation and safety
- Designed to teach and support, not punish

Strategies may include:

- Distraction and redirection
- Use of visual supports
- Regulation strategies
- Time and space to self-regulate
- Adult support and co-regulation

Where behaviour presents risk, personalised behaviour support plans are implemented.

There is no universal sanctions system; responses are adapted to each pupil's needs, understanding, and communication profile.

Serious Behaviour and Risk Management

Where behaviour poses a risk to the pupil or others:

- Staff follow individual risk assessments and behaviour plans formulated on Behaviour Smart
- De-escalation is prioritised
- Additional support is sought where necessary

All incidents are recorded and reviewed to inform future planning.

Use of Reasonable Force

Physical intervention is used only as a last resort to:

- Prevent injury to the pupil or others
- Prevent serious damage to property that could cause harm

Any use of force is:

- Proportionate and reasonable
- Recorded and reported
- In line with current legislation and guidance

Force is never used as a punishment.

Select staff are trained in approved physical intervention approaches. We currently use Team Teach.

Safeguarding

Behaviour concerns may indicate underlying safeguarding needs. All staff are trained to recognise and respond to safeguarding concerns.

Any concerns are reported in line with the school's safeguarding procedures.

Allegations against staff are managed in accordance with statutory guidance.

Anti-Bullying

Bullying is not tolerated at Hope School.

Due to pupils' needs, behaviour that may appear as bullying is carefully assessed in context, including communication and understanding.

All incidents are:

- Taken seriously
- Investigated appropriately
- Addressed through supportive and educational approaches

Support is provided to all pupils involved.

Behaviour Beyond the School Site

The school may respond to behaviour outside of school where it:

- Poses a risk to the pupil or others
- Affects the reputation of the school
- Impacts on the wellbeing of members of the school community

This includes behaviour during transport, extra-curricular learning, and community activities.

Searching and Screening

The school follows current legal guidance regarding searching pupils and their possessions.
Searches are:

- Conducted by authorised staff
- Carried out respectfully and proportionately
- Recorded where appropriate

Exclusion

The school is committed to avoiding exclusion wherever possible through early intervention and support.
However, exclusion may be used as a last resort where:

- There is serious risk to safety
- All other strategies have been exhausted

Any exclusion will follow statutory guidance and involve parents/carers.

Transition

Transitions are carefully planned and supported through:

- Close liaison with families and professionals
- Gradual familiarisation
- Sharing of pupil profiles and strategies
- Consistent staffing where possible

Working with Parents and External Agencies

We work closely with parents, carers, and external professionals to support behaviour, including:

- Educational psychologists
- Health and social care professionals
- Specialist support teams

Monitoring and Review

Behaviour data is monitored regularly by senior leaders to:

- Identify patterns and trends
- Evaluate effectiveness of strategies
- Inform staff training and development

This policy is reviewed at least every two years or sooner if required.

Equality and Reasonable Adjustments

The school makes reasonable adjustments to ensure that behaviour expectations and responses are appropriate for pupils with SEND.
No pupil will be disadvantaged due to their needs or disabilities.

Approval

Signed: _____ Headteacher Date:
Signed: _____ Chair of Governors Date:

Nurturing Approach
We follow a nurturing approach with key focus on balancing care and challenge. We aim to provide attuned warmth and connection with our pupils alongside structure, high expectations and a focus on achievement.

Early Years
We consider each child's developmental level, which is much lower than their chronological age. Staff consider this when supporting children's behaviour.

- Curriculum activities and learning are primarily based on the prime areas of learning, focusing on PSED skills
- Stickers, positive praise, and modelling behaviour are continually used to support PSED and promote positive behaviour
- Circle time
- Key person group time
- When appropriate PSED skills are included in children's IDP plans
- Rules which are referred to throughout the day.

Primary
We consider each child's developmental level, which is much lower than their chronological age. Staff consider this when supporting children's behaviour.

- All students have a PSED skills-based target included in their IDP that they work on termly.
- Pupils may have a reward system in class.
- Pupils enrichment of positive behaviour in assemblies
- Circle time
- Collective worship/Time for reflection

Seniors
We consider each child's developmental level, which is much lower than their chronological age. Staff consider this when supporting children's behaviour.

- Follow a 'Thematic Curriculum' which embeds PSED & Citizenship targets in lessons, assemblies and IDP targets.
- Circle / Reflection time.

Hope School College
We consider each child's developmental level, which is much lower than their chronological age. Staff consider this when supporting children's behaviour.

- Students follow 'Values for Living' which focuses on all aspects of PSED. All students have a target included on their IDP.

Planning for progress:
At Hope we utilise Augmentative and Alternative methods of Communication and Zones of Regulation to encourage our pupils to

- look after themselves and peers
- follow instructions
- use good manners
- be aware of their feelings
- be as independent as possible

Staff work together to plan for behaviour. We identify age and ability appropriate rules, rewards, and sanctions. This is then used by teachers and key staff to set high expectations relevant to the needs of their individual pupils. The behaviour and sensory processing lead often assists with this process, as can staff who have previous knowledge of the pupil. These may be noted and planned for on digital behaviour system- Behaviour Smart (if deemed higher risk)

Behaviour Documentation

All teachers, HLTA's, Classroom Assistants, and Lunchtime supervisors have contributed to a whole school approach to dealing with low, medium, and high-level behaviours within school. Guidance is shared regularly to provide a consistent approach to managing behaviour across all age ranges,

Following the guidance, we at Hope devised departmental 'Codes of Conduct' for Behaviour. The following are devised generally to promote positive behaviours and relationships- Staff are aware that expectations are always high and that pupils are all individual and working within different levels of developmental understanding.

Recognising every pupil as an individual and understanding that each behaviour must be understood as a form of communication, we at Hope unpicked certain common behaviours and devised our 'Behaviour Toolkit'. This offers suggestions on how to de-escalate, distract and defuse unwanted behaviours and restore positive relationships with our learning areas.

Our planning and recording systems within school and college (Behaviour Smart) follows a robust and personal approach. Each child has their own digital folder where historical data and plans can be accessed and amended. We have an escalated model of support and ensure our focus is around quick and meaningful interventions which have direct impact on the pupil and the team supporting any behaviours.

Lunch time arrangements

These arrangements are to promote friendships, positive relationships and a climate for preferred behaviour:

Early Years

In the Early Years, the children go into Rainbow group after their lunch to read a book or use the interactive white board for song or story time. At 12.25 the children go outside to play, supporting their interaction skills along side keeping active throughout the day in the outdoor environment.

Primary
In the Primary Department we run 2 separate dinner sittings to successfully facilitate the number of children we have. Key stage 1 eats dinner in the Primary Dining Hall 11:30- 12:15 whilst Key stage 2 enjoy outdoor play and/or a variety of different clubs throughout the week. The key stages then swap over 12:15 – 1pm. This has had a very positive impact on behaviour ensuring both sessions are calm and less busy. The playground is structured, and resources are equally spread and shared.

The programme of lunch time clubs available to meet the needs of all children run each day.
They may include ICT, multi skills, Music group sessions and Fun box signing sessions – all lead by specific practitioners in these areas and supported by support staff. There is also the option of playing on the Primary Playground each day.

Seniors
In the Senior Department students choose the club or activity they would like to access over the lunch break. Clubs were introduced to help create structure and keep students occupied and as a result behaviour in the Seniors over the lunch period has improved considerably.

College
In the College students are offered a variety of activities including Wii, film club, music club, horticulture, Play station, Board games and sensory activities.

Behaviour beyond the school gates

Several Hope school pupils have been involved in inclusion links where they attend local schools and colleges. Whilst attending other educational settings students must adhere to their Behaviour Policies and Procedures. Where students are involved in independent travel or work experience they are always expected to behave in an exemplary manner. In the case of an individual student behaving inappropriately whilst travelling on public transport, on work experience or whist out in the community the Head of Department will consult with the student, their parents and support staff to decide if it is appropriate for the student to continue.

Care and Control

The Use of Force to control or restrain pupils within Hope School
All members of staff are aware of the regulations regarding the use of positive handling and physical intervention, as set out in the school discipline chapter of Education and Inspection Act 2006 and the Revised Guidance on the education of children and young people with behavioural, emotional and social difficulties (2008). The latest Guidance from the Department of education on “The use of Reasonable Force” July 2013 Is adhered to. Staff will be updated of any changes made by the government relating to the Use of Force.

Staff only intervene physically to control or restrain children to prevent injury to a child a member of staff, or if a child is in danger of hurting him/herself. Also, if serious damage to equipment is occurring that makes the environment unsafe. The actions of staff will always be in the best interest of the child and are in line with government guidelines on the Use of Force. Under no circumstances will force or restraint be used as a form of punishment. We operate in 'loco parentis' and share the ethos that 'we care too much to let you be out of control'.

Hope School has several members of staff who are TEAM TEACH trainers who run a rolling programme of training ensuring there are staff in every department who can offer support when necessary.
Hope School plans for Physical Intervention within Behaviour Smart which is fully compliant with Team Teach regulations.

Exclusion
It has not been necessary to exclude a student from Hope school and it is our intention that with the tiered levels of support we have in place and the focus on staff training we will be equipped to deal with the needs of our pupils without the need for exclusion.

Detention
Where students attend other educational settings, they must adhere to their Policies and Procedures on detention.

Searching Pupils and their processions
The legal power to search pupils including their processions without consent, not only for weapons but for alcohol, controlled drugs and stolen property came into force in September 2010. This was revised in July 2011 to include cigarettes and other tobacco products, pornography, fireworks and specified personal electronic devices (mobile phones, iPod etc) and to legislate any other items banned under school rules. At Hope School a student or their processions may only be searched with prior permission from the Head of Department. A pupil's possessions can only be searched in the presence of the pupil and another member of staff.

Screening
Whilst attending other educational settings students must adhere to their Behaviour Policies and Procedures on screening.

Allegations of abuse against staff and volunteers
See full guidance on www.wiganlscb.com Key
points
If an allegation is made against a member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned.
In response to an allegation, staff suspension should not be the default option. An individual should only be suspended if there is no reasonable alternative,
Allegations that are found to have been malicious should be removed from personal records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references.
Pupils that are found to have made malicious allegations are likely to have breached the school behaviour policy. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion.
In the event of an allegation of abuse against a member of Hope school staff or volunteer the school will follow Section 8 of the Child Protection Procedures set out by Wigan Safeguarding Children Board. Any allegations will be reported immediately to one of schools Designated Safeguarding Officers (DSO-Sue Lucas, Sharron Yates, Pauline Lynch).

Managing Pupil Transition
Transition of pupils on entry to Hope school, is supported by close liaison between home and other agencies working with the child. Opportunities for parents and children to visit the school and meet staff prior to entry are encouraged. An all about me book, phased starts and visits ensure a smooth transition from home to school. Transition between year groups and departments are carefully planned taking students' behavioral needs into consideration when allocating staff to classes. Each year it is our aim that pupils will be accompanied by at least one familiar member of staff into their new class to ensure continuity of approach and reassurance for pupils and parents. Pupil Profiles are updated each year by the pupil's class teacher and passed on to their new teacher outlining preferred methods of communication, physical, and medical needs and any behavior strategies used to support the pupil. Parents and pupils have an opportunity to meet their new class staff at on Open evening during the summer term and transition sessions are organized between teams to work with pupils in their new classroom settings and get to know each other before the summer. All Individual Behavior plans are revised when necessary so they accurately reflect the pupils needs and outline strategies to support them.

College transition
Transition is a gradual process that takes place throughout the students three years in college. They have opportunities through World of Work and their Options are varied with the aim to try new skills and gain work experience. Students visit Transition events and are supported by a career's advisor and transition social workers who work with college staff, parents, and adult services to help students and families make informed decisions about their next steps. In the autumn term students experience taster days at a vast array of providers. During the summer term staff liaise closely with the settings the students will move onto and support students on visits as well as invite new staff into college to spend time with the students and share information. This comprehensive approach ensures a smooth and supportive transition for students leaving college and moving onto new placements.

Support available through Hope school and the LA for parents/carers in developing their child's social, emotional, and behavioral skills includes:

- Face to Face (support for parents)
- Embrace (Support for the whole family)
- Home school diaries or DOJO app
- Annual reviews
- Open evenings, parents evening and coffee mornings
- Drop-in sessions offered through the school Education Psychologist
- Targeted Educational Support Team
- Learning Disability Team
- CHAMS
- Nurture trained team

Monitoring and Reviewing Hope School Behaviour Policy
The Senior Leadership Team within school monitors the effectiveness of this policy on a regular basis. Reports are made to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed:_____Head teacher Date:

Signed:_____Chair of Governors Date: