Our Rock Academy

Behaviour Policy

" A nurturing, ambitious and inclusive school where every child feels known, valued and connected."

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Resilience, Ownership, Creativity and Kindness

Policy Statement

At Our Rock Academy, we believe that positive behaviour is fundamental to creating a safe, inclusive and successful learning environment. Our Behaviour and Positive Relationships Policy reflects our commitment to ensuring that every pupil is known, valued, included, supported, challenged and empowered to achieve their full potential.

As an independent specialist school for pupils with Autism Spectrum Condition (ASC) and Social, Emotional and Mental Health (SEMH) needs, we recognise that behaviour is influenced by a wide range of factors, including communication differences, sensory processing needs, emotional regulation, previous experiences and individual learning profiles. Whilst we maintain consistently high expectations for behaviour, we also understand that pupils may require personalised support and reasonable adjustments to enable them to meet those expectations successfully.

Our approach combines clear boundaries with positive relationships, consistency, restorative practice and evidence-informed strategies that promote emotional wellbeing, independence and personal responsibility. We believe that pupils are most likely to succeed when they feel safe, respected and understood, and when staff work collaboratively with families to provide consistent support.

Positive behaviour is explicitly taught, modelled and recognised throughout the school. Where behaviour falls below expected standards, our response is proportionate, fair and focused on helping pupils understand the impact of their actions, repair relationships and develop the skills needed to make positive choices in the future.

This policy is informed by:

- DfE Behaviour in Schools guidance
- Equality Act 2010
- SEND Code of Practice
- ISS / de-escalation and positive handling guidance
- Restraint Reduction Network principles

Purpose

The purpose of this policy is to establish a consistent whole-school approach to behaviour that enables every pupil to learn, develop and flourish within a safe and supportive environment.

The policy sets out the standards of behaviour expected across the school community, explains how positive behaviour is promoted and recognised, and outlines the responses that may be used where behaviour falls below expectations. It also clarifies the responsibilities of pupils, staff, parents and the Proprietor in creating a culture built upon mutual respect, kindness and high expectations.

At Our Rock Academy, behaviour is viewed as an important part of learning. Alongside academic achievement, pupils are supported to develop the social, emotional and personal skills required to

become confident, resilient and responsible young people who are well prepared for adulthood, further education and employment.

The school is committed to ensuring that behaviour is managed fairly and consistently, taking account of individual needs and fulfilling its duties under the Equality Act 2010 to make reasonable adjustments for pupils with disabilities and special educational needs.

Our Behaviour Principles

Our behaviour expectations are simple, consistent and understood by everyone within the school community.

Be Safe

Pupils are expected to behave in ways that promote the safety and wellbeing of themselves and others. This includes following staff instructions, using equipment appropriately, moving safely around the school, seeking help when needed and using technology and online platforms safely and responsibly .

Be Respectful

Respect underpins every aspect of life at Our Rock Academy. Pupils are expected to treat others with kindness, courtesy and empathy, recognising and celebrating differences within our school community. This includes caring for the school environment, using appropriate language, listening to the views of others and behaving respectfully in all online communications.

Be Ready to Learn

Pupils are encouraged to arrive prepared for learning, engage positively in lessons, participate fully in school life and demonstrate resilience when faced with challenge. They are expected to use learning resources, including digital technology, appropriately and responsibly, enabling both themselves and others to learn successfully.

These expectations apply throughout the school day, during educational visits, while travelling on school transport, when representing the school within the community and when engaging with others online where behaviour may have an impact on members of the school community.

Living Our ROCK Values

The behaviour of every member of the school community should reflect the values that define Our Rock Academy.

Resilience means approaching challenges positively, learning from mistakes and persevering when learning or relationships become difficult.

Ownership means taking responsibility for behaviour, learning and the choices we make, recognising that our actions affect ourselves and those around us.

Creativity encourages pupils to think flexibly, solve problems constructively and approach challenges with curiosity, imagination and confidence.

Kindness is demonstrated through compassion, respect, empathy and consideration for others, helping to create a community where everyone feels they belong.

These values are woven throughout the curriculum, assemblies, form time and everyday interactions between pupils and staff. They provide the foundation upon which positive behaviour and successful relationships are built.

Inclusion

As a specialist school, we recognise that pupils with Autism Spectrum Condition (ASC) and Social, Emotional and Mental Health (SEMH) needs may experience barriers that affect their behaviour, communication and emotional regulation. Staff seek to understand the underlying reasons for behaviour and respond in ways that are supportive, consistent and proportionate.

Reasonable adjustments will be made where appropriate to ensure that pupils can successfully meet the school's expectations. These adjustments may include adapted communication, sensory regulation opportunities, visual supports, structured routines, personalised behaviour strategies or additional adult support. Such adjustments do not lower expectations; rather, they enable pupils to access learning and develop the skills needed to achieve those expectations.

Behaviour support is delivered in a way that promotes dignity, respect and inclusion, ensuring that every pupil has the opportunity to experience success and develop increasing independence.

Supporting Positive Behaviour

At Our Rock Academy, we believe that positive behaviour is developed through strong relationships, consistent expectations and a shared commitment to helping every pupil succeed. Staff understand that pupils learn best when they feel safe, respected and supported, and therefore seek to create an environment where positive behaviour is explicitly taught, modelled and reinforced every day.

Positive behaviour is promoted through high-quality teaching, predictable routines and a calm, structured environment. Staff provide clear instructions, consistent boundaries and opportunities for pupils to develop the knowledge, skills and confidence needed to manage their own behaviour and engage successfully in learning. Behaviour expectations are revisited regularly through daily interactions, assemblies, tutor sessions and restorative conversations, recognising that many pupils require repeated teaching and reinforcement to develop new skills and behaviours.

Support may include personalised behaviour strategies, adapted communication, visual supports, structured routines, access to sensory regulation opportunities, planned movement breaks or additional adult support. Where appropriate, pupils may also have individual Behaviour Support Plans or Risk Reduction Plans that identify effective strategies, agreed responses and any reasonable adjustments required to support their success.

The school is committed to working collaboratively with parents, carers and external professionals to ensure that support strategies are consistent and responsive to each pupil's individual needs. Information is shared appropriately to ensure that staff understand how best to support pupils both academically and socially, enabling them to develop confidence, resilience and increasing independence.

Through this proactive approach, the school aims to prevent difficulties from escalating wherever possible, helping pupils to develop the emotional regulation, social understanding and personal responsibility required to become successful learners and active members of the school community.

Rewards

At Our Rock Academy, we believe that recognising and celebrating positive behaviour is one of the most effective ways of encouraging pupils to make positive choices and develop confidence in themselves as learners. Rewards are used to reinforce the behaviours and attitudes that support learning, strengthen self-esteem and encourage pupils to take pride in their achievements.

Recognition is given for demonstrating the school's expectations of being **Safe, Respectful and Ready to Learn**, as well as for living our **ROCK Values** of **Resilience, Ownership, Creativity and Kindness**. Staff are encouraged to notice and celebrate effort, perseverance, improvement, cooperation and acts of kindness, recognising that success looks different for every pupil.

Praise is delivered consistently and sincerely, with an emphasis on recognising genuine achievement and personal progress. Wherever possible, rewards are immediate, meaningful and linked directly to the behaviour being recognised, enabling pupils to understand the positive impact of their choices.

Recognition may include verbal praise, written feedback, positive communication with parents and carers, certificates, achievement points, postcards home, leadership opportunities, celebration assemblies or other personalised rewards that reflect individual interests and motivations. Rewards will never be withdrawn once earned, and pupils will not be publicly compared with one another.

By consistently recognising positive behaviour, the school seeks to develop intrinsic motivation, helping pupils to understand that positive choices contribute to their own success, the wellbeing of others and the wider school community.

Sanctions

At Our Rock Academy, sanctions are used to maintain a safe, calm and purposeful learning environment. They are intended to help pupils understand the impact of their behaviour, encourage personal responsibility and support them in making more positive choices in the future. Sanctions are never intended to humiliate, shame or punish pupils, but to reinforce the school's expectations and provide opportunities for learning, reflection and restoration.

All sanctions are applied consistently, fairly and proportionately, taking into account the age, understanding and individual needs of the pupil, including any identified special educational needs or disabilities. Where appropriate, reasonable adjustments will be made to ensure that pupils are supported to understand expectations and successfully improve their behaviour.

Where behaviour falls below the expected standard, staff will respond calmly and consistently. In many cases, a reminder of the school's expectations or a restorative conversation will be sufficient to help pupils reflect on their behaviour and re-engage positively. Where behaviour continues or becomes more serious, a graduated approach will be adopted, ensuring that responses remain proportionate to the behaviour displayed.

Examples of sanctions that may be used include:

- verbal reminders and redirection;
- restorative conversations;
- supported reflection;
- completing work at an alternative time or location;
- temporary loss of a privilege where appropriate;
- supervised time away from peers to allow for regulation and reflection;
- internal suspension;
- suspension; and
- permanent exclusion in the most serious or exceptional circumstances, in accordance with the school’s procedures and applicable law

Sanctions will always be accompanied by opportunities for pupils to repair relationships, reflect on the impact of their actions and re-establish positive engagement with learning. Wherever possible, pupils will be supported to understand what happened, why their behaviour was inappropriate and how they can make more positive choices in the future.

Behaviour that places the safety or wellbeing of pupils, staff or others at risk will be addressed promptly and may result in more serious sanctions. In exceptional circumstances, where behaviour constitutes a serious breach of the school's Behaviour Policy or presents a significant risk to the safety of others, suspension or permanent exclusion may be considered. Such decisions will always take account of the individual circumstances of the incident, the support already provided and the school's legal duties under the Equality Act 2010.

The school recognises that some behaviours occur during periods of significant distress or dysregulation. In these situations, the immediate priority will be to reduce risk, support the pupil to regain emotional regulation and ensure the safety of everyone involved. Once the pupil is calm, staff will work with them to understand the incident, repair relationships where appropriate and identify strategies to reduce the likelihood of future occurrences.

Roles and Responsibilities

Creating a positive, safe and respectful learning environment is a shared responsibility. Every member of the school community has an important role to play in promoting high standards of behaviour and supporting pupils to achieve their full potential.

The Proprietor

The Proprietor is responsible for ensuring that the school has an effective Behaviour Policy which complies with the Independent School Standards and reflects current statutory guidance. The Proprietor will monitor the implementation and effectiveness of the policy, ensuring that appropriate systems are in place to promote positive behaviour, safeguard pupils and support staff.

The Headteacher

The Headteacher has overall responsibility for the implementation of this policy and for promoting a positive culture across the school. The Headteacher will ensure that staff receive appropriate training, that behaviour is managed consistently and fairly, and that behaviour data is monitored to identify trends, evaluate the effectiveness of interventions and inform future practice. The Headteacher is also responsible for decisions relating to suspension and permanent exclusion, where appropriate.

Staff

All staff are responsible for promoting positive behaviour through high expectations, consistent routines and positive relationships. Staff will model respectful behaviour, teach and reinforce the school's expectations, apply rewards and sanctions fairly and consistently, and make reasonable adjustments where appropriate to meet individual needs. Staff will work collaboratively with colleagues, parents and external professionals to support pupils and will record and report significant behaviour incidents in accordance with school procedures.

Pupils

Pupils are expected to contribute positively to the school community by following the school's expectations to be **Safe, Respectful and Ready to Learn**. They are encouraged to take responsibility for their behaviour, demonstrate the ROCK Values in their daily interactions and work with staff to resolve difficulties, repair relationships and make positive choices.

Parents and Carers

Parents and carers play a vital role in supporting positive behaviour and are expected to work in partnership with the school. This includes encouraging positive behaviour at home, reinforcing the school's expectations, attending meetings where appropriate and communicating openly with staff to ensure that pupils receive consistent support. The school is committed to maintaining positive relationships with families and will communicate regularly to celebrate success as well as to address concerns where they arise.

Behaviour Beyond the Classroom

The high standards of behaviour expected at Our Rock Academy extend beyond the classroom and apply whenever pupils are representing the school or where their behaviour may have an impact on members of the school community.

This includes behaviour during educational visits, work experience, enrichment activities, sporting events, while travelling to and from school, and when using school transport. Pupils are expected to demonstrate the same standards of respect, responsibility and self-discipline that are expected within school.

The school also expects pupils to use technology safely, responsibly and respectfully. Behaviour online, including the use of social media, messaging platforms, gaming or other digital communication, may be addressed by the school where it affects the safety, wellbeing or reputation of pupils, staff or the wider school community. Incidents of online bullying, harassment, discrimination or inappropriate use of technology will be investigated and dealt with in accordance with this policy and the school's Safeguarding and Child Protection Policy.

Physical Intervention

At Our Rock Academy, every effort is made to prevent situations from escalating through positive relationships, clear communication, effective de-escalation and appropriate support strategies. The use of physical intervention is always a last resort and will only be considered where it is necessary to prevent a pupil from causing harm to themselves or others, causing serious disruption that compromises safety or causing serious damage to property that presents a risk to safety.

Any physical intervention will be reasonable, proportionate and necessary in the circumstances and will always employ the least restrictive approach for the shortest possible time. The dignity, welfare and safety of the pupil will remain paramount throughout any intervention.

The school is committed to reducing the use of restrictive practices wherever possible through proactive behaviour support, staff training and individual planning. Any incident involving physical intervention will be recorded, reported and reviewed in accordance with the school's Restrictive Intervention Policy. Parents or carers will be given written information about any use of force, restraint

or seclusion as soon as practicable, ideally on the same day, unless sharing it would be likely to cause significant harm to the pupil.

Suspensions and Permanent Exclusion

Suspension and permanent exclusion are recognised as serious sanctions and will only be used where they are lawful, reasonable, fair and proportionate. The school will always seek to understand the circumstances surrounding an incident and consider the individual needs of the pupil before making any decision.

Before considering suspension or permanent exclusion, the school will normally explore alternative strategies, including additional support, reasonable adjustments, behaviour support planning, restorative approaches and partnership working with parents, carers and external professionals. However, where a pupil's behaviour constitutes a serious breach of the school's Behaviour Policy or presents a significant risk to the safety or wellbeing of others, suspension or permanent exclusion may be necessary.

All decisions relating to suspension or permanent exclusion will be made by the Headteacher and will be carried out in accordance with the school’s procedures, its contractual arrangements and applicable law. Parents and carers will be informed promptly of any decision and will be provided with details of the reasons for the decision, the length of any suspension and the arrangements for the pupil's continued education where appropriate.

Monitoring and Review

The Headteacher is responsible for monitoring the implementation and effectiveness of this policy to ensure that it continues to promote positive behaviour, support pupil wellbeing and meet the needs of the school community.

Behaviour information is reviewed regularly to identify patterns, trends and any disproportionate outcomes for particular groups of pupils. This analysis informs staff training, the development of individual support strategies and the ongoing evaluation of the school's behaviour systems.

The Proprietor receives regular reports on behaviour, including information relating to rewards, sanctions, suspensions, incidents of bullying and the use of restrictive intervention. This enables the Proprietor to monitor the effectiveness of the policy, ensure compliance with statutory requirements and support continuous improvement.

The policy will be reviewed annually, or sooner if there are changes to legislation, statutory guidance or the needs of the school.