BEHAVIOUR POLICY

Promoting positive behaviour and supporting successful placements

ORGANISATION	SKAPE North East Ltd	**POLICY REFERENCE**	P02
UPDATED	08 November 2026	**NEXT SCHEDULED REVIEW**	08 November 2027
POLICY OWNER	Centre Manager	**CENTRE CONTACT**	centremanager@skape-centre.co.uk

01 INTRODUCTION

This behaviour policy promotes a positive approach with emphasis on praise, reward and encouragement, which will foster a secure, enjoyable and nurturing learning environment. We aim for the highest standards in all aspects of SKAPE life, where each individual is intrinsically valued.

02 AIMS

To create a purposeful and happy atmosphere which will enable visitors to feel secure to develop as individuals we need:

- To acknowledge and value achievements at all levels
- To encourage increasing independence and a sense of personal responsibility
- To consistently reinforce appropriate behaviour thus encouraging positive attitudes in visitors
- To take every opportunity to enhance self esteem
- To encourage tolerance, kindness and respect for others as well as self-respect
- To work in partnership with visitors, parents, school staff and external professionals
- To consistently apply the behaviour policy throughout SKAPE

03 EXPECTATIONS

The way we behave influences everything we do.

Staff are expected to:

- Have a good understanding of all the students in their care
- Plan to teach effective, relevant and stimulating sessions/activities which are well differentiated to meet the needs of all the students in their care
- Provide students with a good role model
- Develop students' self-esteem
- Positively reinforce good behaviour
- Deal sensitively with negative behaviour
- Liaise with parents/school about behaviour
- Keep records of behaviour issues
- When appropriate, write a Behaviour Support Plan for individual students which are understood by staff, regularly monitored and evaluated

Students are expected to:

- Be kind and caring towards one another
- Respect others and their differences. Racist, faith-based, sexist, homophobic, transphobic, disability-related and other discriminatory language or behaviour is unacceptable.
- Help those less able than themselves

- Show respect for adults and other students
- Show respect for property
- If appropriate, evaluate and modify their own behaviour to the best of their ability

Parents/carers are expected to:

- Be informed and supportive of aspects of their child's behaviour at SKAPE
- Be supportive of this Behaviour Policy
- Be supportive of a Behaviour Support Plan which has been developed to support their child's behaviour at SKAPE

04 STRATEGIES TO ENCOURAGE POSITIVE BEHAVIOUR

Behaviour management strategies used at SKAPE will be necessarily diverse to meet the wide age range, cognitive abilities and specific needs of the students, but the underlying principles will be the same.

Staff will differentiate between students, using strategies appropriate to the individual. Some students, whose behavioural needs are greater than others, will have individual Behaviour Support Plans in place, which should be adhered to by all staff who come into contact with those students.

It is far better to prevent inappropriate behaviour occurring than to deal with it afterwards. Praise rather than negative feedback is encouraged.

The SKAPE staff have devised and agreed the following Behaviour Support Strategies:

- Be positive and enthusiastic
- Maintain positive, realistic expectations and help students understand and practise the behaviour expected of them.
- Be consistent
- Praise the good; 'catch them being good'
- Use planned attention and responses suited to the individual student. Staff must never ignore distress, disclosures, bullying, abuse or any safeguarding concern.
- Stay calm; do not shout
- Discuss behaviour respectfully and privately, involving the student and listening to their views wherever appropriate. Staff must avoid shaming students or discussing sensitive information where others can hear.
- Any consequences must be clear, fair and proportionate. Staff will consider the circumstances, safeguarding concerns and the student’s age, understanding and individual needs before deciding how to respond.
- Set clear boundaries and establish routines
- Use clear simple language supported by signing and symbols
- Consistently use and evaluate Behaviour Support Plans
- Agree individual priorities for behaviour support while responding promptly to risks, harm and safeguarding concerns.
- Know that it takes time to change behaviour
- Work as a team - use individual strengths and rotate staff when appropriate
- Do not take things personally
- Take into account each student's level of learning as many students may be working at the early stages of development.

SKAPE expects all students to keep others safe. Physical attacks on staff or students, serious or credible threats of violence, sexual violence, carrying an offensive weapon, arson and other serious incidents are unacceptable and will trigger an immediate placement review. Staff will act immediately to protect those at risk and inform the Centre Manager. Such incidents may result in exclusion or the placement ending, in accordance with SKAPE’s Exclusion Policy.

The Centre Manager will make a proportionate decision in liaison with the registered school or commissioner, considering the seriousness and impact of the incident, the risk of further harm, the student’s needs, reasonable adjustments and support already in place. Additional needs will inform the response, but SKAPE will not continue a placement where risks to staff or students cannot be safely managed. Any safeguarding concerns will also be addressed under the Safeguarding Policy.

Examples of behaviour addressed under this policy are listed below. Responses to less serious incidents will reflect their severity, frequency and impact.

- Verbal abuse to staff and others
- Verbal abuse to students
- Physical abuse to/attack on staff
- Physical abuse to/attack on students
- Harmful sexual behaviour, including sexual harassment
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which SKAPE's sanctions and other interventions have not been successful in modifying the student's behaviour.

05 SAFEGUARDING AND BEHAVIOUR

This policy must be read alongside SKAPE's Safeguarding Policy, No Bullying Policy, Exclusion Policy and Positive Handling Policy. It reflects the safeguarding principles in Keeping Children Safe in Education 2026. Behaviour support and safeguarding action may be needed at the same time; a behaviour consequence must never replace a safeguarding response.

SKAPE works in partnership with each student's commissioning school or local authority to safeguard the student throughout their placement. A commissioning school retains its overarching responsibility for safeguarding its student while they attend SKAPE. Where the local authority commissions the placement, SKAPE will work within the authority's agreed safeguarding and placement oversight arrangements, involving the registered school where applicable. These arrangements do not replace SKAPE's own responsibility to safeguard students while in its care.

SKAPE staff will follow SKAPE's Safeguarding Policy alongside the relevant safeguarding policy and agreed reporting procedures of the commissioning school or local authority. The Centre Manager and DSL will ensure that staff know the relevant contacts and reporting arrangements for each placement. SKAPE's DSL will liaise promptly with the commissioner's DSL, or designated safeguarding contact within the local authority, about behaviour that raises safeguarding concerns, serious incidents and emerging patterns of risk. Relevant information, actions and outcomes will be shared securely to support coordinated assessment, support and placement decisions.

Staff must not wait for the commissioner's response before taking necessary action to protect a child or making a safeguarding referral. Where policies or instructions differ, SKAPE's DSL will seek prompt clarification with the commissioner and follow statutory and local safeguarding procedures, recording decisions and reasons.

Staff will remain professionally curious about changes in behaviour and consider whether these may indicate abuse, neglect, exploitation, bullying, unmet needs or mental health difficulties. Staff should observe and support students without attempting to diagnose a mental health condition.

Staff must report safeguarding concerns without delay to the Designated Safeguarding Lead (DSL), or follow the alternative reporting and referral arrangements in the Safeguarding Policy if the DSL is unavailable. Staff must not delay action while waiting for a behaviour review. In immediate danger, staff should call 999 and take appropriate steps to protect the child.

Staff will listen calmly to disclosures, take them seriously and explain what will happen next. They must not promise confidentiality or investigate allegations themselves. Information will be shared with those who need it to protect the child, following the Safeguarding Policy. Concerns about an adult's conduct must follow the staff allegation or low-level concern arrangements in that policy.

06 BULLYING AND CHILD ON CHILD ABUSE

SKAPE will actively prevent and respond to bullying, including cyberbullying, prejudice-based and discriminatory bullying. Staff will model respectful relationships, teach clear expectations, challenge harmful language and make sure students know how to seek help. The No Bullying Policy sets out the detailed response and follow-up arrangements.

Child-on-child abuse can include physical violence, coercion, abuse within relationships, sexual harassment, sexual violence and harmful online behaviour. This includes making or sharing nude or semi-nude images, including AI-generated images. Staff must not dismiss abusive behaviour as banter, a joke or a normal part of growing up.

Staff must report suspected child-on-child abuse to the DSL promptly, even where a student does not make a direct complaint. The DSL will coordinate safeguarding action, risk assessment, referrals and support under the Safeguarding Policy. SKAPE will consider the safety, wishes and support needs of the child affected, the child alleged to have caused harm and other students. Behaviour consequences will be considered alongside safeguarding action.

Staff will recognise that racism, faith-based prejudice and other discrimination can affect a student's welfare, mental health and willingness to seek help. Incidents will be challenged, recorded and considered as safeguarding concerns where appropriate.

07 INDIVIDUAL NEEDS AND BEHAVIOUR SUPPORT

SKAPE will make reasonable adjustments for disabled students and consider SEND, communication and sensory needs, medical conditions, mental health, trauma and developmental understanding. Staff will not assume that behaviour is deliberate or that indicators of abuse are explained by a student's disability or SEND.

Behaviour Support Plans will identify strengths, the student's views, triggers, early signs of distress, communication needs, helpful adjustments, de-escalation strategies and agreed responses to risk. Staff will involve the student, parents or carers and the registered school or commissioner, with specialist advice where needed. Plans will be shared with relevant staff and reviewed regularly and after significant incidents.

Following an incident, staff will help the student regulate, understand what happened and return to learning. Reflective or restorative conversations will take place when the student is ready and must not pressure a child affected by abuse to meet or reconcile with the child who caused harm.

08 DE ESCALATION AND PHYSICAL INTERVENTION

Staff will prioritise prevention and de-escalation through calm communication, predictable routines, reduced demands where appropriate, space, reassurance and agreed regulation breaks. A voluntary calming break must not become a situation in which a student is confined and prevented from leaving.

Physical intervention must be lawful, necessary and proportionate to the circumstances and must never be used as punishment or to deliberately inflict pain. Staff must use the least restrictive response necessary for the shortest possible time, considering the student's individual vulnerabilities and the risks of intervening or not intervening. Staff must work within their role, training and lawful authority; this policy does not confer school statutory powers on SKAPE staff.

Staff must follow SKAPE's Positive Handling Policy for the detailed procedures governing restrictive interventions, including prevention and de-escalation, staff training, individual risk assessments, recording, reporting and post-incident support and review. This section must be read alongside that policy and SKAPE's Safeguarding Policy. SKAPE's arrangements will be informed by the DfE guidance Restrictive interventions, including use of reasonable force, in schools, effective from 1 April 2026. The Centre Manager will ensure that staff understand the arrangements applicable to SKAPE and the registered school.

Any restrictive intervention must be reported immediately to the Centre Manager and recorded as soon as practicable, on the same day. Staff will check for injuries, arrange first aid or medical help where needed and record the reason, alternatives tried, intervention used, duration, people involved, the student's account, injuries and follow-up actions.

The Centre Manager will ensure that parents or carers and the registered school or commissioner are informed promptly, normally the same day. If informing a parent may place the child at risk of significant harm, staff must consult the DSL and follow safeguarding referral arrangements, recording the reason and alternative action. The Centre Manager will review the incident, offer support to those involved and update risk assessments and support plans as necessary.

09 RECORDING INCIDENTS

Staff must record behaviour incidents promptly on an Incident Report Form. Where an incident involves physical intervention or injury, staff must also complete the relevant physical intervention or accident record.

Records must be factual and include what happened, the student's account where possible, any safeguarding concerns, actions taken, decisions and reasons, people informed, support offered and outcomes. Safeguarding information must also be recorded through SKAPE's safeguarding arrangements. The Centre Manager and DSL will review patterns and repeated incidents to identify unmet needs, ongoing harm or changes needed to support.

All student injuries MUST also be recorded on a Student Accident Form

All staff injuries MUST be recorded on an Accident Report Form

The Health and Safety Lead will assess whether an accident or injury requires reporting under RIDDOR, following SKAPE's Accident Reporting Procedure.

10 BEHAVIOUR TRACKING

Criteria for students who need a Behaviour Support Plan

A student who exhibits:-

- behaviours which prevent him/herself or other students from accessing the curriculum
- behaviours which are a danger/risk to him/herself or to other students or staff
- behaviours which indicate that the student needs additional support to manage emotions, relationships or participation safely.

Review arrangements

This policy is dated 08 November 2026 and is scheduled for review on 08 November 2027, or sooner if changes are needed.

11 DOCUMENT REVISION HISTORY

DATE	CHANGE	APPROVAL	REV.
31/01/2023	Initial Policy Written	K Watson	01
20/12/2023	Policy update as requested by DCC Inclusion Lead for DCC AP application	K Watson	02
31/01/2024	Policy Review	K Watson	03
02/02/2025	Policy Review	K. Watson	04
01/03/2026	Policy Review	K. Watson	05
08/11/2026	Comprehensive policy review to reflect KCSIE 2026 safeguarding expectations relevant to behaviour, updated SKAPE branding and organisational structure, and collaborative safeguarding arrangements with commissioners.	For approval	06