



BEHAVIOUR POLICY



Valid until March 2029



Vision and Principles

Somersault School is committed to creating a safe, consistent, and relational environment in which all pupils can learn, regulate, and thrive. We recognise that many of our pupils have experienced trauma, disruption, and attachment challenges. As such, behaviour is understood not simply as rule-breaking, but as a form of communication.

Our approach balances:

- **High expectations and clear boundaries**
- **Relational and trauma-informed practice**
- **Consistency across all staff**

We define behaviour through two lenses:

1. **Communication of need**
2. **Impact on others and the community**

Aims

This policy aims to:

- Provide a consistent approach to behaviour management in school
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- To ensure children and young people's rights and dignity are considered
- To promote a culture of social inclusion and respect for diversity
- To ensure that young people are confident of their rights to be treated fairly.
- To ensure a collaborative approach to behaviour management involving young people, staff, parents/carers and other agencies e.g. CAMHS etc
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Legislation and statutory requirements

This policy is based on



- Independent Schools Standards (Wales) Regulations 2024
- Education Act 2002
- Equality Act
- Keeping Learners Safe

Behaviour Framework

To ensure clarity and consistency, behaviour at Somersault School is categorised into four key areas:

1. Regulation Behaviours

Behaviours linked to emotional dysregulation rather than deliberate choice.

- Examples: shutdown, meltdown, absconding, heightened anxiety responses
- Staff response:
 - Co-regulation and calm adult presence
 - Use of safe spaces
 - De-escalation strategies
 - Referral to therapeutic support where appropriate

2. Disengagement Behaviours

Behaviours indicating difficulty accessing learning.

- Examples: work refusal, avoidance, low-level non-compliance
- Staff response:
 - Adaptation of tasks and scaffolding
 - Relational encouragement
 - Clear, achievable expectations
 - Graduated support to re-engage

3. Disruption Behaviours

Behaviours that impact the learning environment.

- Examples: calling out, interrupting, off-task behaviour, persistent low-level disruption



- Staff response:
 - Consistent routines and expectations
 - Clear and calm instruction
 - Proportionate consequences
 - Positive reinforcement of learning behaviours

4. Harmful Behaviours

Behaviours that cause harm to others or the environment.

- Examples: physical aggression, bullying, discriminatory language, unsafe conduct
- Staff response:
 - Immediate safeguarding actions where required
 - Clear and consistent consequences
 - Restorative approaches to repair harm
 - Multi-agency involvement where appropriate

Expectations

All pupils are expected to:

- Engage in learning to the best of their ability
- Show respect for others and the environment
- Follow adult instructions
- Contribute to a safe and inclusive community

All staff are expected to:

- Model calm, respectful interactions
- Apply the behaviour framework consistently
- Build strong, trusting relationships with pupils
- Respond to behaviour with both **curiosity and clarity**



Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period
- Difficult to defend against

Bullying can include:

Emotional - Being unfriendly, excluding, tormenting

Physical - Hitting, kicking, pushing, taking another's belongings, any use of violence

Racial - Racial taunts, graffiti, gestures

Sexual - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal - Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying - Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Trauma-Informed Practice

Somersault School adopts a trauma-informed approach recognising that:

- Behaviour may reflect unmet emotional or developmental needs
- Pupils may exhibit heightened stress responses (fight, flight, freeze)
- Strong relationships with adults are key to improvement

Staff will:

- Use de-escalation as a first response
- Avoid confrontation and escalation cycles



- Provide predictable routines and structures
- Engage in reflective practice and supervision

Restorative Practice

Where harm has occurred, the school prioritises repairing relationships. This includes:

- Structured restorative conversations
- Opportunities for pupils to reflect and take responsibility
- Support to rebuild trust within the community

Roles and responsibilities

The Proprietor

The Proprietor is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing and approving this behaviour policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

Parents/Carers

Parents are expected to:



- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Promoting Positive Behaviours

- Our school has a set of agreed rules, and where appropriate, young people are helped to draw up their own contract of learning and behaviour.
- Each young person and their families' / carers, and other involved supporters, will be encouraged to participate in the development of all positive behaviour support plans in order to support consistency and inclusion.
- Rules and codes of conduct are reinforced through assemblies, activities and social opportunities.
- Committed to a culture that increases desired behaviour by recognizing achievement. For positive reinforcement, we think of it as adding something positive in order to increase the desired response. For negative reinforcement, we think of it as taking something negative away in order to increase a desired response.

Rewards and sanctions

List of rewards and reinforces and sanctions

Positive behaviour will be rewarded with:

- Verbal praise and recognizing achievements in all aspects of the young person's life.
- Stickers, Certificates, everyday recognition and rewards for participation and appropriate behaviour.
- Reward Trips.
- Letters to Parents – all staff communicate at least weekly with parents, sending photographs and evidence of achievements during the week via the online app Class Dojo.

At Somersault School we always try to prioritise reward and intervention over sanction as we feel this approach will more likely result in a change in behaviour. If a sanction must be given the school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Restorative justice
- Confiscation of prohibited items



- Letters or phone calls home to parents/carers
- Setting up behaviour management meetings

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for procedures followed when dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Reporting of incidents

Somersault school uses CPOMS to report and record behaviours that cause concern. Where there has been an incident, the staff member concerned must complete a CPOMS report as soon as possible. Where there is a number of staff present, those immediately involved should take responsibility for completing the report.

Points to remember when completing the report:

- Staff must stick to the facts.
- Detail events in order.
- Avoid expressing an opinion.
- Write in a clear concise manner.
- Use child centred language throughout.

On completion of the CPOMS incident report, staff should alert the relevant people using the 'alert' function on the CPOMS report. In some circumstances an incident may result in the need to report under safeguarding and require regulatory notification. This will be facilitated by the DSP or DDSP.

Positive Handling

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property



Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/ carers and stake holders related to the young person.

All staff at Somersault School will receive positive handling training as part of their induction to the school.

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour is differentiated to cater to the needs of our pupils.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.