



Behaviour Policy



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Policy Statement

SEE Oldham is committed to providing a safe, nurturing and inclusive learning environment for pupils aged 11–16 with Social, Emotional and Mental Health needs (SEMH), all of whom are in receipt of an Education, Health and Care Plan (EHCP). Our behaviour policy is grounded in a restorative approach, recognising that behaviour is a form of communication and that unmet needs must be understood and addressed rather than punished.

This policy is aligned with Keeping Children Safe in Education (KCSIE) statutory safeguarding responsibilities, including duties related to early help, protecting children from harm inside and outside the home, and addressing exploitation and risk factors that may affect attendance, behaviour and wellbeing.

The policy also upholds the statutory duties of the Equality Act 2010, including protection from discrimination, reasonable adjustments for disabled pupils, and compliance with the Public Sector Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations.

Aims of the Policy

SEE Oldham aims to:

- Support pupils' social, emotional and mental health (SEMH) development through positive relationships, emotional literacy and regulation.
- Promote a restorative culture where pupils take responsibility, repair harm and learn from conflict.
- Ensure that all behaviour practices comply with safeguarding guidance and promote wellbeing in line with KCSIE 2024–2025 requirements.
- Eliminate discrimination and ensure equitable treatment for all pupils in line with the Equality Act 2010.
- Reduce exclusions, improve attendance and help pupils feel safe and ready to learn through SEMH informed practice. -informed practice.
- Create consistent, predictable routines that reduce anxiety and increase pupil engagement.

Values and Principles

3.1 Restorative Values

Our restorative framework focuses on:

- Repairing harm rather than assigning blame
- Dialogue and negotiation rather than adversarial approaches
- Accountability through actions to make things right rather than punishment

Restorative practice strengthens relationships, reduces conflict and improves engagement, especially for pupils with SEMH needs who may otherwise feel shame, isolation or fear.

Safeguarding Principles (KCSIE)

In line with KCSIE, SEE Oldham ensures that:

- Staff understand their safeguarding responsibilities and read KCSIE Part 1.
- Behaviour issues may indicate underlying safeguarding concerns such as exploitation, mental health challenges, neglect or domestic abuse.
- Early Help is offered promptly for pupils at risk of exclusion, persistent absence or social vulnerability.

Equality and Inclusion

SEE Oldham:

- Makes reasonable adjustments for all pupils, including those with SEMH/behavioural needs.
- Prevents direct and indirect discrimination relating to any protected characteristic.
- Embeds inclusive practices that reduce disadvantage, foster good relations and promote equal access.

Understanding Behaviour: An SEMH Perspective

SEE Oldham recognises that:

- Behaviour is often an expression of unmet needs, emotional distress or difficulties regulating emotions.
- Pupils with SEMH needs may display aggression, withdrawal, avoidance, shutdowns or other responses that reflect dysregulation, not defiance.
- Support must prioritise emotional regulation, secure relationships, consistent boundaries and affirmation.

- Staff use nonconfrontational language and trauma informed practice to reduce escalation. -confrontational language and trauma-informed practice to reduce escalation.

Rights and Responsibilities

Pupils have the right to:

- Feel safe, valued and free from discrimination.
- Learn in an environment that promotes understanding and respect.
- Have their needs understood and responded to.
- Engage in restorative dialogue where their voice is heard.

Pupils are expected to:

- Respect others and their environment.
- Communicate their needs appropriately with support.
- Participate in restorative conversations when harm occurs.

Staff have the responsibility to:

- Model regulated, respectful behaviour.
- Uphold safeguarding duties, including recording concerns and seeking Early Help.
- Deliver consistent routines and boundaries.
- Implement restorative approaches with fidelity.
- Make reasonable adjustments for pupils with SEMH needs.

Restorative Approach at SEE Oldham

Restorative practice is the primary response to behaviour concerns.

Restorative Conversations

Staff support pupils to reflect using questions aligned with restorative guidance:

1. What happened?
2. What were you thinking/feeling at the time?

3. Who has been affected and how?
4. What needs to happen to put things right?
5. How can we make sure this doesn't happen again?

Restorative Meetings or Circles

Used when:

- Harm has affected multiple people
- Misunderstandings need to be addressed
- A pupil needs to rebuild trust following a difficult incident

Meetings are facilitated by trained or experienced staff and focus on solutions, empathy and communication.

Restorative Reintegration

Following a suspension, absence or crisis event, staff conduct:

- A reflection conversation
- Review of triggers
- Agreement of support strategies
- Reintegration plan with SEND and pastoral teams

Support and Intervention Framework

SEE Oldham uses a graduated response based on individual needs, consistent with SEMH best practice and safeguarding guidance.

Universal Support (for all pupils)

- Predictable routines and visual schedules
- Emotion coaching and co-regulation
- Opportunities for movement, sensory breaks and self-regulation-regulation
- Positive relationships with trusted adults
- High-quality teaching with SEMH strategies

Targeted Support

- Check-in and check-out with a key adult
- Social skills or emotional literacy groups

- Mentoring and therapeutic conversations
- Attendance support and Early Help assessments
- Reasonable adjustments tailored to EHCP outcomes

Specialist Support

- Referrals to CAMHS, Educational Psychology or external agency support
- Multi-agency reviews linked to EHCPs
- Alternative provision arrangements where needed, with safeguarding oversight maintained by SEE Oldham.

Responses to Behaviour

SEE Oldham avoids punitive responses and focuses on relational repair. However, there are times when safety requires proportionate consequences.

Proportionate Responses Include:

- Restorative conversations or meetings
- Time spent with a regulating/trusted adult
- Temporary changes to environment or timetable
- Reflective tasks or reparation activities
- Parent/carers contact and collaborative planning

Suspensions or Alternative Measures

Suspensions are only used when:

- There is significant risk to self or others
- Serious incidents require time to investigate and restore safety

In line with KCSIE and Equality Act duties, suspensions must be:

- Necessary and proportionate
- Non-discriminatory-discriminatory
- Reviewed with safeguarding considerations and access needs in mind

Bullying, Discrimination and Harmful Behaviour

The Equality Act requires schools to address discrimination, harassment and victimisation linked to protected characteristics. SEE Oldham:

- Responds restoratively to prejudice-based incidents when appropriate
- Records and monitors all serious incidents
- Supports both the harmed individual and the person who caused harm
- Escalates safeguarding concerns as necessary

Staff Training and Development

Staff receive regular training in:

- Restorative approaches
- Safeguarding (KCSIE-compliant)
- Trauma-informed and SEMH practice
- Equality, anti-discrimination and reasonable adjustments

High-quality training is essential for effective implementation of restorative approaches.

Monitoring, Evaluation and Review

SEE Oldham:

- Collects data on attendance, behaviour, exclusions and restorations
- Reviews patterns linked to SEND, safeguarding and protected characteristics
- Evaluates the impact of restorative approaches on school culture and wellbeing