



BEHAVIOUR IS COMMUNICATION Policy

Date established by governing body

Summer Term 2026

Date for full implementation

Immediately

Date for review

Summer Term 2027

Legislation and Statutory Requirements:

This policy is informed by the following key legislation and statutory guidance:

- SEND Code of Practice: 0–25 years (2015, updated 2024)
- The Education Act (2011)
- Keeping Children Safe in Education (KCSIE) (2025)
- The Equality Act (2010)

Rationale:

At Cleaswell Hill School, we prioritise creating a culture of safety, belonging and trust, where pupils feel valued, understood and ready to engage.

We do this through:

- Creating a safe, calm and supportive learning environment
- Supporting pupils to regulate their emotions and behaviour
- Teaching positive behaviour through relationships and modelling
- Ensuring all pupils can thrive
- Reducing the need for exclusions through inclusive practice

In our specialist setting, where all pupils have Education, Health and Care Plans (EHCPs), we recognise that behaviour is intrinsically linked to individual need. As such, we maintain high expectations for behaviour for all pupils, supported through personalised approaches and consistent practice.

We recognise that **all behaviour is a form of communication** and respond with understanding, consistency and high expectations.

We make reasonable adjustments to behaviour expectations and responses to meet pupils' individual needs in line with the Equality Act (2010).

School Expectations

We support all pupils to:

- Be Safe
- Be Respectful

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- Be Ready to Learn

These expectations are explicitly taught, modelled by staff, and reinforced consistently across the school.

Our Approach to Behaviour

Our approach is rooted in:

- Positive Behaviour Support (PBS)
- Trauma-informed practice
- Understanding behaviour as communication
- Building strong, trusting relationships

We recognise that:

- Pupils may experience difficulties with self-regulation
- Behaviour reflects unmet needs, communication differences, or environmental factors
- Emotional regulation is a teachable skill

Staff use consistent, evidence-informed strategies, including:

- Visual timetables and structured routines
- Now and Next boards
- Clear and simplified communication
- Sensory regulation opportunities
- Descriptive praise and positive reinforcement
- Restorative approaches
- Individualised Consistent Approach Plans

As pupils develop self-regulation, behavioural incidents reduce, relationships strengthen, and engagement in learning improves. This creates a calm, safe and supportive environment where pupils experience reduced anxiety and make progress from their individual starting points. In turn, this positive cycle supports improved attendance, as pupils feel safe, valued and ready to engage.

Leaders ensure that these approaches are applied consistently by all staff, supported through regular training, coaching and monitoring.

Responding to Emotional Dysregulation

When a pupil is experiencing emotional dysregulation, staff will respond by:

- Ensuring the safety of all pupils and staff
- Supporting regulation (co-regulation, sensory support, reduced demands)



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- Understanding the cause of the behaviour
- Using consistent, proportionate responses

Responses may include:

- Redirection and support
- Adjustment of environment or task
- Restorative conversations
- Increased adult support
- Logical or natural consequences (e.g. repair, restoration)

These responses are applied consistently so pupils experience clear, predictable boundaries and expectations alongside supportive intervention.

All responses are:

- Proportionate
- Individualised
- Consistent
- Non-punitive

All incidents are:

- Recorded
- Reviewed
- Reported to parents where appropriate

Use of Restrictive Physical Intervention

Where necessary, and only as a **last resort**, restrictive physical intervention may be used to prevent harm and always in line with DfE guidance on reasonable force and our school [Physical Intervention Policy](#)

Safeguarding and Behaviour

We recognise behaviour may indicate safeguarding concerns.

Staff will follow safeguarding procedures where behaviour:

- Indicates potential harm, abuse, or neglect
- Represents significant change

All concerns are reported in line with the safeguarding policy.

Working with Families



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We work in partnership with parents/carers by:

- Sharing information regularly
- Listening to concerns
- Co-designing strategies

Staff Responsibilities

The staff team will:

- Demonstrate a deep understanding of pupils
- Adapt and personalise provision
- Collaborate with external professionals (SaLT, CYPS, OT)
- Communicate regularly and effectively with colleagues
- Model expected behaviours
- Maintain high expectations
- Use consistent strategies
- Share good practice
- Work in partnership with families

Staff apply this approach consistently to create a predictable and secure environment for pupils.

Staff receive training in:

- Positive Behaviour Support
- De-escalation
- Safeguarding
- Physical intervention (where appropriate)

Monitoring and Evaluation

Behaviour data is regularly reviewed by senior leaders and governors to identify trends, inform training and improve practice.

Leaders analyse patterns in behaviour and suspension data, including frequency, repeat incidents and individual pupil trends, to ensure early intervention and prevent escalation.

Suspensions & Permanent Exclusions



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At Cleaswell Hill School, suspension and permanent exclusion are used only as a last resort, where it is necessary to ensure the safety and wellbeing of pupils and staff.

In our specialist setting, where all pupils have EHCPs, suspensions and permanent exclusions are expected to be exceptionally rare and used only where there is no reasonable alternative.

Any decision to suspend or exclude is considered in the context of a pupil's individual needs, provision and support.

All decisions are:

- Lawful,
- Fair
- Reasonable,
- Proportionate,
- In line with statutory guidance

Before any suspension is considered, the school will ensure that:

- The pupil's behaviour has been understood in relation to their SEND
- Appropriate provision, reasonable adjustments, and support strategies have been implemented (e.g. increased staffing, adaptations to timetable or environment)
- The graduated response has been fully applied
- Specialist advice has been sought where appropriate
- The school has fulfilled its duty to deliver the provision specified within Section F of the pupil's EHCP

The school will also consider:

- Unmet need, including communication and sensory differences
- Emotional regulation difficulties
- The suitability and effectiveness of current provision
- Whether the current placement remains appropriate to meet the pupil's needs.

Permanent exclusion will only be considered in response to a serious or persistent breach of the behaviour policy, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. Only the Headteacher has the authority to suspend or permanently exclude a pupil.

Suspension will only be considered where:

- There is a **serious and immediate risk** to the safety of the pupil or others
- All reasonable adjustments and alternative strategies have been exhausted
- The decision is consistent with the school's duties under the Equality Act (2010)



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Where appropriate, the school will involve the Local Authority and relevant multi-agency professionals in reviewing provision prior to, or following, a decision to suspend.

Notification and Recording

All suspensions will be formally recorded, including a clear rationale linked to the pupil's needs.

Parents/carers will be contacted immediately and provided with:

- A clear explanation of the reasons for suspension
- The length and conditions of the suspension
- Information about their rights, including representation to the governing board and access to SENDIASS

All suspensions and exclusions will be confirmed in writing in line with statutory guidance, ensuring clear communication of reasons, duration, and rights of appeal.

The Headteacher will notify, without delay:

- The Local Authority
- The governing board (where required)
- Relevant professionals, including social workers where applicable

The governing board will fulfil its statutory duties to review suspensions and permanent exclusions within required timescales, and to consider representations from parents in line with statutory guidance.

Education during Suspension

During any suspension, the school will provide accessible, personalised support to maintain engagement and minimise anxiety.

This will include:

- Regular contact with families
- Differentiated and appropriate learning activities
- Communication, sensory and visual supports aligned with the pupil's usual provision

Where a suspension exceeds five school days in a term, the school will work with the Local Authority to ensure suitable full-time education is in place from the sixth school day.

Reintegration and Review

Following any suspension, the school will implement a structured reintegration process, which includes:

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- Restorative and supportive conversations
- Review of risk assessments and support plans
- Consideration of whether the pupil's needs or provision require adjustment

A suspension will trigger a review of:

- EHCP provision
- Individual support strategies
- The effectiveness of current interventions

The aim is to address underlying need, strengthen provision, and reduce the likelihood of recurrence.

Pupil voice will be sought and considered as part of the reintegration process to ensure support strategies are meaningful and effective.

Preventing Unlawful Exclusions

The school will not:

- Use informal or unofficial exclusions
- Send pupils home without formal suspension procedures
- Use part-time timetables as a behavioural sanction

All exclusions will be carried out in line with statutory requirements to ensure transparency and protect pupil and family rights.

This policy should be read in conjunction with:

- Safeguarding Policy
- Physical Intervention Policy
- SEND Policy
- Attendance policy
- Equalities Objectives

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