



FIRST STEPS TOGETHER
SKILLS FOR LIFE

BEHAVIOUR POLICY

Last Update: March 2025

Next Update: March 2026

At First Steps Together Independent School, we understand that behaviour often serves as a form of communication, reflecting unmet needs or reactions to past or present experiences. Recognising these underlying reasons is crucial for us, so we delve into the root causes and interpret the messages behind challenging behaviours.

Our safe spaces and skilled team are accessible to all students throughout the school day, offering continuous support to help them develop the skills necessary to recognise and manage their emotions.

First Steps Together places great importance on students learning to self-regulate and show respect for themselves, others, and the school community. We are dedicated to fostering a learning environment that embodies our core values of Aspire, Create, Together, Initiative, Vocational, and Empowerment. Our school is a place where pupils feel safe, happy, and included, benefiting from positive and respectful relationships with both peers and staff.

To fulfil this commitment, all staff consistently model and promote high standards of conduct and behaviour, supported by clear and consistent routines.

While we emphasise the significance of recognising and celebrating success at all levels, we also understand the necessity for pupils to acknowledge and make amends when things go wrong. At First Steps Together, we employ a restorative approach to address any difficulties. This method allows all parties involved to hear and understand each other's perspectives, leading to a resolution aimed at restoring and repairing any relationship breakdowns. Given the diverse needs of our students, we recognise the importance of adopting a personalised approach to managing behaviour. Nonetheless, our core principles permeate and underpin every aspect of our work.

1. Ensuring high standards of behaviour and attitudes for learning at First Steps Together School.

1.1. This policy must be read in conjunction with our Safeguarding, Anti-Bullying, and Online Safety policies.

1.2. This policy is applicable to all students enrolled in any First Steps Together School. All staff members and students are entitled to achieve and excel in a safe, nurturing environment, to be esteemed for their individuality, and to cultivate mutually respectful relationships.

1.3. All staff members are committed to fostering high standards of behaviour through clear expectations, a unified school approach, and an ethos that promotes positive conduct.

1.4. Staff members consistently adhere to the Behaviour and Rewards Policy to support students' social, emotional, academic, and behavioural development.

1.5. First Steps Together School expectations

- All pupils to show mutual respect to their peers and staff
- Parent/Carers to work in collaboration with staff to encourage and promote mutual respect and positive behaviour choices.
- A whole school approach to manage and improve behaviour across school using onsite systems of consistency, positivity and inclusivity.

1.6. All staff at First Steps Together have the authority to issue rewards and consequences to our students.

We have the authority to issue consequences that include:

- Reflection time during the school day including breaks and lunches.
- Parent meetings
- Fixed term exclusions and in extreme cases, permanent exclusion.

1.7. The executive Headteacher, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. See DFE Searching, screening and confiscation July 2022 for further guidance and information.

1.8. All staff are trained in Team Teach and have the authority to use restrictive physical intervention (RPI) that is reasonable, proportionate and necessary to prevent a pupil injuring themselves or others or damaging property.

1.9. All incidents of bullying will be investigated immediately with appropriate action taken. Please refer to our Anti-bullying policy.

2.0. All incidents or allegations of sexual harassment and/or sexual violence will be investigated immediately, and appropriate actions will be taken.

2.1. All incidents are logged via IRIS MIS.

2. Positive behaviours and Rewards

2.1. Our ethos is underpinned by our core values, ACTIVE

- Aspire
- Create
- Together
- Initiative
- Vocational
- Empowerment

We aim to create an environment whereby emphasis is placed on positive behaviour conduct, whilst understanding that some students will need additional support to maintain acceptable behaviour

2.2. Students who demonstrate a commitment to the core values in lessons and around the school site, will be rewarded with critter coins.

2.3. Rewards will be used as motivation for our students. Students can build up critter coins and turn them into rewards.

2.4. All staff recognise the above and beyond efforts made by our students with regards to behaviour and attendance and will celebrate these efforts with WOW cards and assembly celebrations.

2.5. Staff will reward positive behaviour through:

- Verbal acknowledgement and praise
- Written acknowledgement and praise
- Communication with parents/carers to celebrate positive behaviour
- Certificates
- Awards
- Rewards and trips

3. Behaviour strategies

3.1. At First Steps Together, we are proactive in our commitment to promote and provide a range of positive behaviour strategies

3.2. Our supportive systems include:

- Pastoral lead
- Learning support mentors
- 1:1 support lead
- Behaviour By Walkabout
- Block therapy

- Student specific interventions
 - Zones Of Regulation/Sensory Strategies
 - SaLT
 - Therapeutic animal sessions
 - Wellbeing profiles
 - Nurture room
 - Individualised behaviour plans (where appropriate)
 - Military mentors (external)
 - Alternative Provision
- 3.3. Use of our nurture room, away from the classroom, promotes a positive safe space for all of our students to use to reflect.
- 3.4. Our external support is reinforced by external agency support. These agencies include Child and Adolescent Mental Health Services (CAMHS) Speech and Language Therapy (SaLT) Children’s Social Care, Branching Out, Youth Prevention Team, Early Help, Occupational therapist (OT), Counselling.
- 3.5. Staff work closely with families to share strategies, and behaviour plans to gain and promote a collaborative approach to positive behaviour.
- 3.6. First Steps Together rules and expectations will be visible throughout the school. There is a behaviour system in place that is clear, concise and followed by all students – Appendix 1
- 3.7. There is a staged approach for students that do not follow the behaviour system
- 3.8. Behaviour plans are implemented for students to ensure a consistent approach to supporting with regulation and effectively manage emotions and behaviours – Appendix 2
- 3.9. Staff will receive regular updates and training to ensure support strategies and behaviour management are delivered consistently.

4. Consequences

- 4.1. Consequences will be applied for unacceptable behaviours. These behaviours may include:
- Verbal abuse towards staff and/or students
 - Physical aggression towards staff and/or students
 - Threatening behaviour towards staff and/or students
 - Damage to property
 - Persistent failure to follow the school behaviour expectations
 - Persistently disrupting the learning of others.
 - Persistent low-level disruption
 - Inappropriate language

- Bullying
 - Homophobic language
 - Racist language
- 4.2. Low level disruption seriously impacts the learning of other students. This can be identified in a variety of forms. Including but not limited to
- Failure to follow instructions
 - Frequently not engaging in the learning task
 - Behaviour that leads to the disturbed leaning of other students
 - Defiance to staff
 - Disrespectful language aimed at staff and/or students
- 4.3. Consequences will be implemented by consistently following our Choice, Chance, Consequence system. See Appendix 1.
- 4.4. **Choice:** We encourage all students to take responsibility for their behaviour and offer our students the opportunity to redirect their behaviour and make the right choice by giving an initial warning
Chance: Where initial efforts to encourage self-regulation have not been successful, staff will implement strategies to give students a chance to amend their behaviour by issuing a second warning.
Consequence: Where behaviours continue to disregard the behaviour expectations, an appropriate consequence will be issued.
- 4.5. All behaviours can move through our Choice, Chance, Consequence system. Depending on the context and persistence of a behaviour, the consequences could include;
- Phone call to parent
 - Break/Lunch reflection
 - Parental meeting
 - Individualised behaviour plan (See Appendix 2)
 - Pastoral support plan
 - External Exclusion

First Steps Together will endeavour to keep our external exclusions to a minimum. The decision to exclude a student is not taken lightly. The decision to exclude is a result of high-level behaviour that may include behaviours highlighted in 4.1 and 4.2. When an exclusion is issued, this provides time for the school to further investigate incidents, update behaviour and/or pastoral plans and for the student to reflect on their behaviours and/or actions.

5. Serious Breach of First Steps Together's Positive Behaviour and Rewards Policy

- 5.1. The decision to exclude a pupil is of great significance. Only the Executive Headteacher, or in their absence, the most senior teacher acting in that capacity, has the authority to exclude a pupil.
- 5.2. The decision to exclude a pupil should only be made in response to serious breaches of the school's Behaviour and Rewards Policy. If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, exclusion may be necessary. However, there may be exceptional circumstances where, in the Headteacher's judgment, it is appropriate to permanently exclude a child for a first or 'one-off' offense. There are two types of exclusion:
 - Fixed Term Exclusions
 - Permanent Exclusions
- 5.3. **Fixed Term Exclusion from School** - Under current regulations, Headteachers have the authority to exclude a pupil for one or more fixed-term periods, which must not exceed 45 days in a single school year. During the period of exclusion, the school is required to provide educational support while the pupil remains on the school roll. For exclusions extending beyond one day, appropriate work should be assigned and subsequently marked.
When a fixed-term exclusion is issued, a letter is sent home detailing the reasons for the exclusion, the duration of the exclusion, and the specific dates on which the exclusion begins and ends. The letter must also specify the date on which the pupil is expected to return to school.
- 5.4. **Permanent Exclusion from School** - The school governors are required to convene a meeting to review the Headteacher's decision to permanently exclude a pupil. Parents will be invited to attend this meeting and are encouraged to do so. They may be accompanied and are allowed to make representations on behalf of their child, challenge the school's case, and ask any questions they may have.

6. Anti-Bullying Procedures

- 6.1. The purpose of this policy is to promote a consistent approach and to foster a climate where all forms of bullying are unequivocally unacceptable. We ensure that all members of First Steps Together School can identify acts of bullying. We are committed to fostering an environment where everyone feels confident and secure in speaking out against such behaviour.

7. Searching, Screening and Confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe. The DfE Searching, Screening and Confiscation guidance.

- 7.1. The below guidance is based on the guidance from the DfE: Searching, Screening and Confiscation. July 2022.
- 7.2. First Steps Together staff can search students for any item with their consent. Headteachers and staff authorised by the Headteacher have the authority to search students or their possessions, without consent, where they suspect the student has a 'prohibited item'
- 7.3. Prohibited items are:
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - To commit an offence, or
 - To cause personal injury to, or damage to property of; any person (including student)
 - Tobacco, cigarette papers and/or vapes
 - Fireworks; and
 - Pornographic images
- 7.4. The staff member conducting the search must be of the same sex as the pupil being searched, and there must be a witness (also a staff member) who, if possible, should also be of the same sex as the pupil. According to the DfE's July 2022 guidelines on Searching, Screening, and Confiscation, there is a limited exception to this rule. Staff may carry out a search of a pupil of the opposite sex

and/or without a witness present only if they reasonably believe that there is a risk of serious harm to a person if the search is not conducted immediately and it is not reasonably practicable to summon another staff member.

- 7.5. Staff may use restrictive physical intervention when conducting a search for any of the items listed in Section 7.3. Such intervention must be reasonable, proportionate, and necessary given the circumstances.
- 7.6. Controlled drugs, other substances, stolen items, and extreme pornography will be handed over to the police. Alcohol, cigarettes, and smoking paraphernalia will be destroyed by the staff at First Steps Together. Other banned items will be retained by the school and may be collected by parents or carers.
- 7.7. First Steps Together do not currently use screening but reserve the right to introduce this if deemed necessary for the wellbeing of our students.

8. Use of Team Teach/Restrictive Physical Intervention

Every staff member at First Steps Together is trained in Team Teach techniques for behaviour de-escalation. Restrictive Physical Intervention is only used in situations where there is a significant risk of harm to individuals or damage to property.

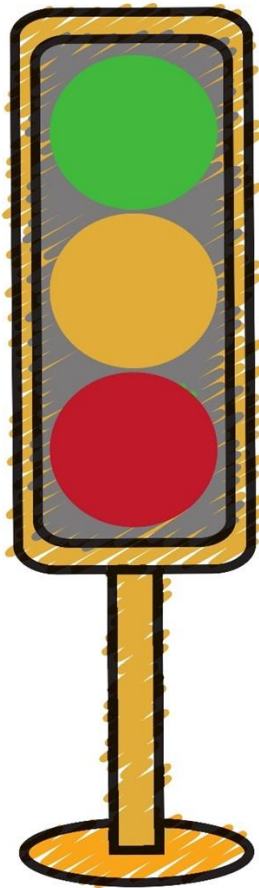
- 8.1. Restrictive Physical Intervention (RPI) is a term used to cover a range of actions that involve a degree of physical contact with a pupil or pupils. RPI will only be used in reasonable circumstances and will be used as a supportive measure to mitigate the risk of harm to a pupil(s) or damage to property.
- 8.2. Restrictive interventions might be implemented in more extreme circumstances, for example
 - When breaking up a fight
 - To prevent violence or injury to a child or any other person
 - When a child or young person absconds
 - To prevent a pupil from attacking a member of staff or fellow pupil.

Trained staff might be required to physically hold a student in these circumstances.

- 8.3. All staff at First Steps Together are trained in Team Teach techniques and are confident with the strategies needed to de-escalate challenging situations and reduce the need for physical intervention.
- 8.4. All staff will ensure the safety of our students is priority and RPI will only be used in circumstances that can cause damage or harm.

YOU ARE FREE TO CHOOSE...

**BUT YOU ARE NOT FREE FROM THE
CONSEQUENCES OF YOUR CHOICES.**



CHOICE

FOLLOWING SCHOOL RULES
COMPLETING YOUR WORK
KEEP YOURSELF AND OTHERS SAFE
HELPING YOURSELF AND OTHERS LEARN

CHANCE

THINK ABOUT YOUR CHOICE
HOW ARE YOUR CHOICES AFFECTING OTHER PEOPLE
MAKE THE RIGHT CHOICE
WHAT WILL HAPPEN IF YOU DONT MAKE THE RIGHT CHOICE

CONSEQUENCE

MISSED BREAK TIMES
EXTRA CATCH UP ON WORK
PHONE CALL HOME
MISS OUT ON CRITTER COIN REWARDS

**IF YOU WANT A DIFFERENT
RESULT THEN MAKE A BETTER
CHOICE**

Appendix 2

BEHAVIOUR PLAN PUPIL NAME: STUDENT A CLASS: YEAR GROUP: 9	
<p>Date of birth: 27.01.2011</p> <p>Date plan starts: 29.11.2024</p> <p>Date of next review: 20.12.2024</p>	<p>Medical conditions/needs: ADHD</p> <p>Staff working with the pupil: Key worker, pastoral, behaviour support</p>
<p>Challenging behaviour</p> <p>Student A displays inappropriate behaviours that impact their learning and the learning of others. Student A uses inappropriate and sexualised language, refuses to engage in their learning, is verbally abusive towards staff and damages property.</p> <p>This behaviour is displayed almost daily and can last anything between 10 minutes and 4 hours.</p>	<p>Targets</p> <p>Student A to develop positive relationships with staff, to attend and engage in lessons and to understand why the specific use of language is inappropriate.</p> <p>Student A will have timetabled interventions surrounding social communication and relationship building. Student A will be offered additional support in lessons to promote engagement and key worker sessions will be implemented to monitor progress and discuss barriers.</p>
<p>Reasons for the behaviour</p> <p>Student A has a history of trauma and relationships breaking down. Student A struggles to form relationships due to previous relationships breaking down.</p> <p>Student A doesn't know how to process emotions positively and confidently so struggles to articulate what they feel.</p> <p>Student A is pushing the boundaries as a defence and to prevent relationships forming.</p>	<p>Any special educational needs (SEN) that may affect behaviour</p> <p>Student A has ADHD and is currently medicated. The medication makes Student A feel unwell and further inhibits engagement in schooling. Parents are currently waiting for a medication review with CAHMS.</p> <p>Student A has their work scaffolded and will be given additional support in class to support their additional needs.</p>
<p>Strategies for maintaining positive behaviour</p> <p>Student A enjoys rewards at home and positive reports communicated to home.</p>	<p>Triggers and warning signs</p> <p>Student A reacts badly to negative feedback from staff.</p>

BEHAVIOUR PLAN PUPIL NAME: STUDENT A CLASS: YEAR GROUP: 9	
Staff to focus and celebrate any and all achievements to encourage positive behaviours, build confidence and encourage positive relationships.	Staff to be mindful of using calm language when challenging behaviours, set achievable targets and offer breaks when needed.
Reactive strategies Use calming tones and positive language Use the nurture room for brain breaks Attend interventions to establish supportive strategies. Communications with parents	Support after an incident Collaborative working with parents. Restorative meetings with staff if/when needed Discussing the impact of the even after situation has been diffused. Communicate all behaviours to parents to build a broader picture of need and supportive strategies.
Skills and Talents Willing to help peers who are struggling or are feeling anxious.	Achievements Attendance is above national average
Likes Football Outdoor skills Practical lessons Music and art	Dislikes Loud and busy environments Negative language
Agreement: Parent/carer name Parent/carer signature Date	Staff name Staff signature Date
Behaviour plan evaluation and next steps:	