



Policy Information Sheet

Name of Policy:	Promoting Positive Behaviour Policy
Delegated Authority	☒ Trust Board ☐ Nominated Committee ☐ CEO ☐ CFO ☐ Other _____
Policy review cycle	☒ Annual ☐ 3 years ☐ 4 years ☐ Other _____
Statutory policy	☒ Yes ☐ No
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1. Statement of Intent - Promoting Positive Behaviour

At Hartlepool Free School, we believe that behaviour is a symptom and a form of communication. Our students are individuals and all have a variety of learning and physical needs and have varying communicative abilities. Our students face lots of challenges which can affect their day-to-day lives, including; their means of regulating themselves, forming successful relationships, mental health difficulties and communicating needs and frustrations. These challenges can manifest themselves in varied types of challenging behaviour.

We recognise the importance of promoting positive behaviour within our school. It is the aim of Hartlepool Free School to create an environment where pupils and staff are respected, valued and understood. It is within this stable, positive environment that the behavioural, emotional, educational and social needs of our pupils are met.

In line with The Special Educational Needs (SEN) Code of Practice (2014), KCSIE (2026), Behaviour in schools - advice for headteachers and school staff, Hartlepool Free School adopts an integrated approach in meeting the SEMH needs of its pupils. We work closely with parents, carers, and professional colleagues in supporting pupils within the school and in the wider community.

The key principles underlying this policy are the formation and continuance of positive and appropriate relationships between staff and pupils. These relationships are built upon mutual respect for each other thus engendering respect for self and the learning environment.

Hartlepool Free School aims to;

- create a framework within which staff and pupils can develop positive meaningful relationships.
- provide a safe and secure learning and teaching environment within which pupils and staff are valued and where young people can be assisted to reach their full potential.
- provide support for pupils in all aspects of their lives, offering assistance in the transition from school pupil into the world of work and early adulthood.
- build culture, ethos and a safe, positive environment – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

Promoting Positive Behaviour is a continuous cycle of improvement that is owned by everyone within Hartlepool Free School and Make It Different Trust. We believe that every behaviour incident is a learning opportunity and a chance to reflect on behaviour and is also essential to long term behaviour changes.

2. Roles and Responsibilities

The Trustees have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the Trust's Complaints Procedures Policy.

The Senior Leadership Team are responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures within the Trust.
- Establishing the standard of behaviour expected by students within the Trust.
- Determining the school expectations and any consequences when they are not achieved.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and students at least once a year.
- Reporting to the Trustees on the implementation of this policy.
- Senior Leaders (SLT) recognise the need for a well-trained, competent workforce that can meet the complex social, emotional, mental health needs of our pupils. SLT and their staff have freedom within the organisational framework to develop and deliver innovative practice which promotes positive behaviour within the school using collaborative agreement and within the guidelines of approved policies.

Tutor group lead staff are responsible for:

- Planning and reviewing support for students in collaboration with parents and, where possible, the students themselves.
- Writing and overseeing CASS (consistent approach to supporting students) Plans, ensuring they are followed.
- Ensuring all interactions as Tutor group lead adult are in line with the Trust values and based in relational practice.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting students in adhering to this policy.
- Promoting a supportive and high-quality learning environment that is in line with the Trust values.

- Modelling the Trust values and being positive role models for our students.
- Setting high expectations for every student.
- Being aware of the needs, outcomes sought, and support provided to all students.
- Staff are all aware of their roles and responsibilities in the delivery of appropriate education, pastoral care and behaviour management within the organisation.
- Strong partnerships with parents and carers that are maintained through regular contact, support, guidance, and home visits.
- Positive behaviour is also promoted through a holistic approach, working with services such as Psychological Services, CAMHS, and Social Work.

Students are responsible (where appropriate) for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents and carers are responsible for:

- Supporting their child in understanding and adhering to the school behaviour expectations and school/Trust values.
- Informing the school of any changes in circumstances which may affect their child's presentation or wellbeing.

3. Legal Framework

Legislation

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008

Statutory Guidance and Key Documents

- DfE *Behaviour in schools*
- DfE *Keeping children safe in education*
- DfE *Sexual violence and sexual harassment between children in schools and colleges*
- DfE *Mental health and behaviour in schools*
- DfE *Special educational needs and disability code of practice: 0 to 25 years*

- DfE *Use of reasonable force*
- DfE *Searching, screening and confiscation*
- DfE Mobile Phones in schools
- DfE Restrictive Interventions, including use of reasonable force, in schools

This policy operates in conjunction with the following school policies (not exhaustive):

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Attendance Policy
- Holding Safely Policy
- Educational Visits Policy
- Learner Voice Policy
- Child Protection and Safeguarding Policy
- Preventing Bullying Policy
- ICT Acceptable Use Policy
- Restorative Practice Policy
- Mobile Phone Policy
- Holding Safely Policy

References:

- *The Escalation Cycle, Managing the Cycle of Acting-Out Behaviour in the Classroom* by Geoff Colvin, 2004.
- *The Pyramid of Learning*, Taylor and Trott, 1991.
- *The Zones of Regulation*, Leah Kuypers, 2011.
- *The Thrive Approach*, Fronting the Challenge Projects Ltd, Available at: <https://www.thriveapproach.com> (Accessed: 18 August 2025).