



CORNFIELD
SCHOOL

Behaviour & Relationships Policy

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1. Principles

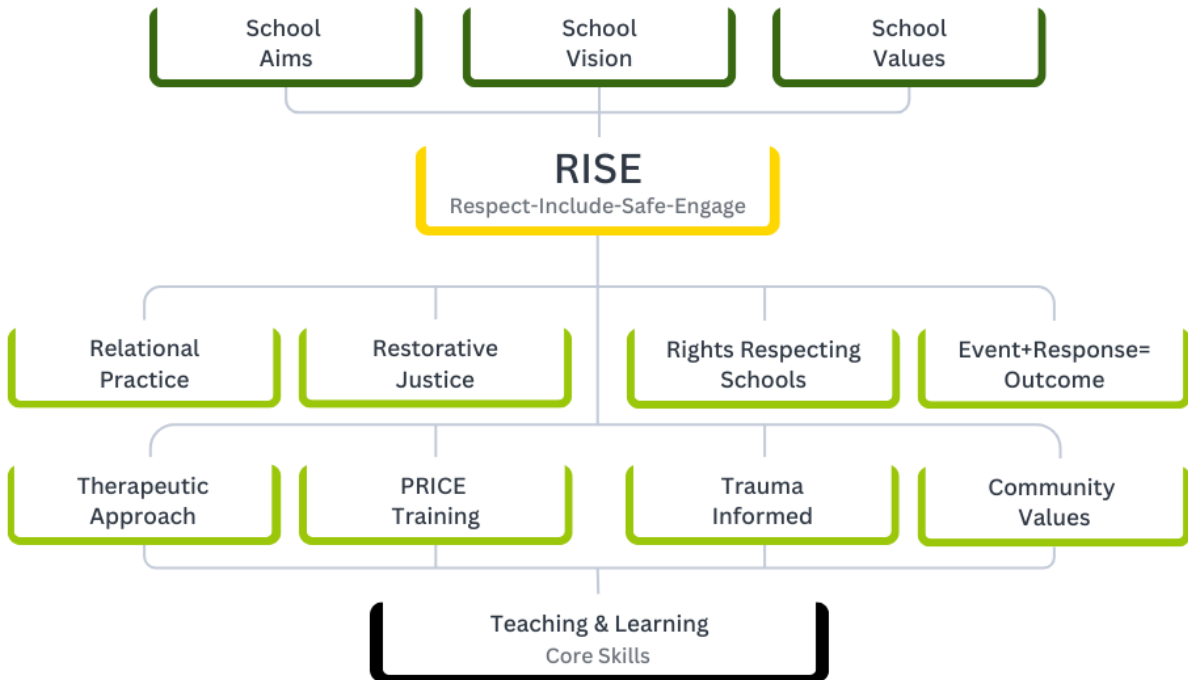
At Cornfield School, we recognise that behaviour is a form of communication. Our approach is grounded in our ethos of *Learning for Life* and underpinned by strong, trusting relationships. Behaviour management is not about punishment alone; it is about enabling students to develop self-regulation, moral responsibility, and positive character traits, empowering them to flourish academically, socially, and emotionally.

Core Beliefs:

- **Every student is a unique individual** – each deserving understanding, support, and opportunities to thrive.
- **Students are morally responsible** – we teach students that their choices matter and guide them in understanding the impact of their actions on themselves and others.
- **Relationships are central** – learning and behaviour are optimised in environments where students feel safe, supported, and respected.

Our Approach:

- **RISE Framework:** All interactions are guided by our core expectations: **Respect, Include, Safe, Engage**. Students and staff demonstrate RISE in every space, creating a consistent and positive culture across the school.
- **Restorative and Therapeutic Practice:** We focus on repairing harm, restoring relationships, and learning from mistakes rather than relying solely on punitive measures.
- **Event + Response = Outcome:** Students learn that while they cannot control all events, they can control their responses, which influences the outcome. This principle helps students understand their agency and responsibility within their learning and social environment.
- **Trauma-Informed and SEMH-Informed Practice:** Recognising that many students have experienced trauma or educational disruption, we adapt our approaches to be sensitive, supportive, and developmental.
- **PRICE-Informed Strategies:** Staff employ Primary (universal), Secondary (targeted), and Tertiary (specialist) approaches to create predictable, structured, and safe learning environments for all students.
- **Community Values:** Students are encouraged to develop and demonstrate Respect, Kindness, Aspiration, Critical Thinking, Independence, and Resilience through their behaviour and engagement in school life.



Staff Commitment:

- Model RISE behaviours consistently and proactively support positive student choices.
- Apply behaviour strategies equitably, accounting for individual student needs, SEMH challenges, and trauma histories.
- Use relational and restorative language to address challenges and conflicts.
- Build positive relationships with every student, investing time in understanding their triggers, needs, and strengths.
- Ensure consistency across all school settings, including lessons, corridors, social areas, and educational visits.

Student Commitment:

- Demonstrate RISE behaviours in every space.
- Take responsibility for their actions, understanding the consequences of choices on themselves and others.
- Engage positively with learning, peers, and staff to foster a safe and inclusive environment.
- Reflect on mistakes, participate in restorative conversations, and plan strategies for improvement.

Summary:

Cornfield School’s principles establish a safe, equitable, and nurturing environment where students are supported to develop self-regulation, resilience, and moral responsibility. Our approaches combine relational practice, restorative strategies, SEMH-informed understanding, and structured support systems to enable every child to flourish.

2. Expectations (RISE Framework)

CORNFIELD SCHOOL
LEARNING FOR LIFE

WE RISE IN EVERY SPACE

R	Respect
I	Include
S	Safe
E	Engage

RESPECT
Listen actively - Accept guidance and support - Interact positively

INCLUDE
Work with and support others - Celebrate differences - Make space for everyone

SAFE
Keep hands and words safe - Move calmly - Use equipment properly

ENGAGE
Be in the right place - Stay focussed and take part - Give your best effort

CORNFIELD SCHOOL
LEARNING FOR LIFE

At Cornfield School, our expectations are clear: **We RISE in every space.** RISE – **Respect, Include, Safe, Engage** – provides a shared language and understanding across the school community, guiding both staff and students in their interactions, choices, and conduct.

2.1 Student Expectations

All students are expected to:

- **Respect:** Treat all members of the school community with dignity and kindness, valuing differences and upholding a positive learning environment.

- **Include:** Ensure everyone feels welcomed and supported, actively engaging peers and staff in collaborative, inclusive ways.
- **Safe:** Follow school procedures and behave responsibly to maintain a safe environment for themselves and others.
- **Engage:** Participate fully in learning, co-curricular activities, and school life, taking ownership of their learning and behaviour.

Student Conduct:

- Students act as ambassadors for Cornfield School inside and outside school, including educational visits, commuting, and social media interactions.
- Students are encouraged to reflect on **Event + Response = Outcome**, recognising the difference between what happens to them and how they choose to respond, giving them agency over the outcomes they experience.
- Students are expected to adhere to the **Student Code of Conduct**, demonstrating the school's community values: Respect, Kindness, Aspiration, Critical Thinking, Independence, and Resilience.

2.2 Staff Expectations

All staff are expected to:

- Model RISE behaviours consistently, using relational and restorative language in all interactions.
- Apply behaviour strategies equitably, accounting for student needs, SEMH considerations, and trauma histories.
- Build strong, trusting relationships with students to foster engagement, inclusion, and safety.
- Intervene proactively to redirect behaviour using primary, secondary, and tertiary PRICE-informed strategies.
- Facilitate reflective conversations and reparation where appropriate, supporting students to repair harm and plan positive next steps.
- Maintain consistency across classrooms, social spaces, corridors, and school events.
- Promote equity by adapting approaches to meet individual student needs, rather than applying generic or one-size-fits-all interventions.

2.3 Parental and Carer Expectations

Cornfield School works in partnership with families to support student behaviour and well-being:

- Reinforce RISE expectations at home and in the wider community.

- Support school interventions, including reflection sessions, reparation meetings, and restorative approaches.
- Communicate with staff regarding student needs, progress, or concerns.
- Encourage students to reflect on their choices and develop resilience, responsibility, and self-regulation.

2.4 Recognition and Celebration of RISE Behaviours

Positive behaviour and the demonstration of community values are celebrated to foster a sense of belonging, pride, and community. Celebrations include:

- Weekly celebration certificates
- Positive phone calls or emails to parents/carers
- End-of-term reward trips
- Celebrating progress, not just perfection
- Work showcases around school

These celebrations reinforce the behaviours we value and highlight how students' choices contribute to a safe, inclusive, and engaging school community.

3. Tiered Behaviour Support and Staged Interventions

At Cornfield School, we recognise that behaviour is a form of communication. Our approach supports students to develop self-regulation, reflection, and positive relationships. We use **RISE (Respect, Include, Safe, Engage)** as the foundation for all interactions, alongside restorative and therapeutic approaches, to guide behaviour improvement.

3.1 Tiered Support Approach

Universal Support (Primary Strategies)

All students benefit from a safe, inclusive, and predictable environment:

- Staff model RISE consistently and proactively prevent disruptions.
- Strategies include relational practice, rights-respecting language, Event + Response = Outcome discussions, and PRICE-informed primary strategies to build positive relationships and structure learning.
- Every student has a **Student Passport** to ensure consistency across staff and settings. This includes key information for supporting their engagement, emotional needs, and learning preferences.

Targeted Support (Secondary Strategies)

Students displaying repeated challenges receive personalised support based on their Student Passport:

- Support plans are collaboratively developed with staff, families, and the student.
- Strategies include restorative conversations, co-regulation, check-ins, guided reflection, and scaffolded interventions.
- PRICE-informed secondary strategies are used to prevent escalation, provide emotional regulation support, and address recurring patterns.

Specialist Support (Tertiary Strategies)

Students with persistent or escalating behaviours receive intensive, personalised interventions:

- Plans include individual intervention strategies and risk assessments tailored to SEMH needs.
- Support may involve therapy provisions, targeted pastoral support, and collaboration with external agencies.
- PRICE-informed tertiary strategies are employed to safely manage high-arousal behaviour, support reintegration, and minimise risk to the student and school community.

3.2 Staged Interventions (RISE-Aligned)

Consequences at Cornfield are always:

- **Proactive** – prevent issues before they occur.
- **Restorative** – focus on repairing harm and rebuilding relationships.
- **Equity-focused** – applied with consideration for individual needs.
- **Predictable** – students know what to expect.
- **Safety-centered** – interventions prioritise the safety of the student and the school community.

Stage 1: Proactive Measures (Primary Strategies)

- Subtle redirection and engagement prompts, such as “**Engaging with our DO NOW activity, thank you**”, using presumptive language to support participation.
- Visual and verbal cues, structured routines, and PRICE-informed primary strategies.

Stage 2: Supported Reflection (Secondary Strategies)

- Reflection sessions allow students to step out of class temporarily to de-escalate, consider choices, and plan positive next steps.
- Students may be supported by **Reflection Staff, Identified Key Staff, or Senior Staff**.
- Co-regulation and emotional support are offered to students experiencing heightened arousal.

Stage 3: Reparation Meetings

- Instead of detentions, students participate in reparation meetings at break or lunch with the staff member from the lesson where the incident occurred.
- These meetings focus on reviewing behaviour, restoring relationships, and planning next steps.
- Staff facilitate restorative conversations to repair harm and promote accountability.

Stage 4: Internal Managed Supervision (Tertiary Strategies)

- Removal from lessons is used as a last resort and may include physical intervention if required, in accordance with the **DfE's Use of Reasonable Force Policy**.
- Students may be supervised by key staff, therapy provision, or senior leaders in serious incidents.
- Senior staff coordinate interventions, reflection, and re-integration into learning.
- Reintegration plans are implemented to ensure students return safely to lessons.

3.3 Key Principles in Intervention

- **Restorative Practice:** Focus on repairing harm, rebuilding relationships, and learning from mistakes.
- **Equity and Needs-Based:** Responses account for SEMH, trauma history, and individual circumstances.
- **Student Agency:** Students are encouraged to reflect, take responsibility, and plan positive next steps.
- **Collaborative Planning:** Families, staff, and where appropriate, external agencies, are involved in developing strategies.
- **Reintegration Focus:** Following reflection, reparation, or internal managed supervision, students are supported to return to lessons successfully.

4. Recognition, Celebration, and Community Values

At Cornfield School, we believe recognising and celebrating positive behaviour is as important as addressing challenges. Celebrations reinforce our RISE values and our **Community Values**: Respect, Kindness, Aspiration, Critical Thinking, Independence, and Resilience.

4.1 Ways Students are Recognised

Students' efforts and achievements are acknowledged through multiple avenues:

- **Weekly Celebration Certificates:** Awarded in class to recognise effort, progress, or demonstration of Community Values.
- **Positive Phone Calls Home:** Teachers contact families to celebrate individual achievements, building positive connections between school and home.
- **End-of-Term Reward Trips:** Students demonstrating consistent effort, progress, or exceptional contributions are invited to special trips.
- **Celebrating Progress, Not Just Perfection:** Students are acknowledged for personal growth, resilience, and steps toward improvement.
- **Work Showcases:** Students' work is displayed around school, during Focus Weeks, and through other school-led initiatives to highlight accomplishments.

These celebrations aim to **build a sense of belonging, pride, and community** among students, reinforcing a positive school culture.

4.2 RISE Recognition in Practice

- All recognition links directly to **RISE behaviours** (Respect, Include, Safe, Engage).
- Staff are consistent in highlighting these behaviours during teaching, in corridors, and in communal spaces.
- Students learn to self-identify their own positive contributions, increasing engagement and responsibility.

4.3 Integration with Behaviour Support

- Celebrations complement interventions; positive reinforcement is used alongside staged support to guide student behaviour.
- Recognition is embedded in **Student Passports**, supporting consistency across staff and settings.

- All staff contribute to identifying moments of success and achievement, ensuring recognition is equitable and inclusive.

5. Consistency, Equity, and Staff Expectations

At Cornfield School, we recognise that consistent approaches to behaviour underpin a safe, supportive, and effective learning environment. Behaviour management is grounded in our **RISE values** (Respect, Include, Safe, Engage) and the principle that all actions are **equity-informed**, recognising the diverse SEMH needs of our students.

5.1 Principles of Consistency

Consequences at Cornfield are always:

- **Relational:** Focused on repairing relationships and learning from mistakes.
- **Restorative:** Encouraging students to understand the impact of their actions and take steps to make amends.
- **Proportionate:** Responses are appropriate to the behaviour and consider student needs, circumstances, and context.
- **Transparent:** Students understand the expectations and potential outcomes of their choices.
- **Equitable:** Applied across the school while accounting for individual needs and SEMH complexities.
- **Predictable:** Students and staff can anticipate consistent responses, supporting safety and trust.
- **Safety-Oriented:** Responses prioritise the wellbeing and protection of all students and staff within the school community.

5.2 Staff Expectations

All staff at Cornfield play a vital role in modelling and maintaining RISE behaviours:

- **Modelling Behaviour:** Staff demonstrate Respect, Inclusion, Safety, and Engagement in all interactions.
- **Proactive Engagement:** Staff use primary (proactive) strategies to prevent behavioural issues and promote positive interactions.
- **Equity in Action:** Staff consider SEMH needs, trauma histories, and individual circumstances when addressing behaviour.
- **Intervention:** Staff intervene promptly and consistently when RISE expectations are not met, using restorative and therapeutic approaches.

- **Follow-Through:** Staff maintain ownership of behaviour incidents, ensuring appropriate reflection, reparation, or internal supervision occurs.
- **Collaboration:** Staff work with colleagues, pastoral teams, and parents to ensure a consistent, coordinated response to behaviour.
- **Continuous Improvement:** Staff reflect on practice and participate in ongoing training (including PRICE-informed approaches, trauma-informed practice, and restorative strategies) to enhance effectiveness.

5.3 Student Expectations

Students are expected to:

- Demonstrate **RISE behaviours** in all spaces: classrooms, corridors, outdoor areas, and during off-site activities.
- Engage positively with staff and peers, taking responsibility for their actions and learning.
- Participate in reflection and reparation when behaviour does not meet expectations.
- Contribute to a safe, respectful, and inclusive environment for all.

5.4 Alignment with School Systems

- Behaviour expectations are embedded in **Student Passports**, supporting consistent understanding of strategies and interventions.
- Staff apply **primary, secondary, and tertiary PRICE-informed strategies** in line with the tiered behaviour support model.
- Students understand the chain of events through **Event + Response = Outcome** discussions, developing awareness of their influence on outcomes and promoting self-regulation.

6. Staged Behaviour Support and Intervention

Cornfield School employs a **tiered, restorative, and equity-informed approach** to support students in developing self-regulation, reflection, and positive behaviours. This framework aligns with **RISE values** and ensures that interventions are tailored to meet the needs of every student.

6.1 Tiered Intervention Model

Behaviour support is structured into four stages, each incorporating **PRICE-informed strategies** and guided by **relational and restorative practices**:

Stage 1: Proactive Measures (Primary Strategies)

- Focus: Preventative, universal support for all students.
- Approaches include:
 - Relational practice and proactive engagement.
 - Clear routines, explicit expectations, and consistent modelling of RISE behaviours.
 - Presumptive, positive language (e.g., “Engaging with our DO NOW activity, thank you”).
 - Event + Response = Outcome discussions to support understanding of control and consequences.
 - PRICE-informed strategies to build relationships, structure learning, and reduce triggers.
- Every student has a **Student Passport** outlining consistent support strategies across all staff and settings.

Stage 2: Targeted Support (Secondary Strategies)

- Focus: Students demonstrating repeated behavioural challenges.
- Approaches include:
 - Restorative conversations and guided reflection.
 - Co-regulation and emotional support during heightened arousal.
 - Check-ins and scaffolded interventions.
 - Collaborative planning with families, staff, and the student.
 - PRICE-informed secondary strategies to prevent escalation and address recurring patterns.

Stage 3: Supported Reflection (Tertiary Strategies)

- Focus: Intensive support for students with persistent or escalating behaviour.
- Approaches include:
 - Temporary removal to **Reflection** staff or safe spaces to de-escalate, understand triggers, and reflect.
 - Facilitate reintegration into lessons following reflection.
 - Collaborate with SLT and teaching staff to monitor behaviour patterns and identify early interventions.
 - PRICE-informed tertiary strategies to safely manage high-arousal behaviour, support reintegration, and minimise risk.

Stage 4: Internal Managed Supervision (Last Resort)

- Focus: Safety of the student and school community when other strategies have not resolved the issue.
- Approaches include:

- Referral to **Senior Staff** or designated safe spaces for supervised time.
- Re-engagement planning to support successful return to learning.
- As a last resort, physical intervention may be used **in accordance with the DfE's Use of Reasonable Force Policy**.
- Students are always debriefed and supported to understand the impact of their behaviour and plan positive next steps.

6.2 Principles Across All Stages

- **Relational:** Interventions focus on repairing relationships and learning from mistakes.
- **Equity-informed:** Responses account for individual needs, SEMH considerations, and trauma history.
- **Restorative:** Students reflect, take responsibility, and plan constructive next steps.
- **Collaborative:** Families, staff, and external agencies are involved as appropriate.
- **Reintegration-Focused:** All interventions aim to return students to learning environments successfully.

6.3 Student Support Network

Students may be supported by:

- **Reflection Staff**
- **Identified Key Staff**
- **Senior Staff**

This ensures consistency in support and reinforces safe, positive reintegration following interventions.

7. Recognition, Celebration, and Community Values Awards

Cornfield School values and celebrates positive behaviour and achievement, recognising that success is not only about academic performance but also about **demonstrating RISE behaviours and living our Community Values**. Celebrations aim to **build a sense of belonging, pride, and community** across the school.

7.1 Community Values Awards



Students are recognised for demonstrating the school's Community Values:

- **Respect**
- **Kindness**
- **Aspiration**
- **Critical Thinking**
- **Independence**
- **Resilience**

Recognition is embedded into daily practice, encouraging students to consistently engage with RISE principles.

7.2 Ways We Celebrate

- **Weekly celebration certificates** in recognition of progress, effort, and positive behaviour.
- **Positive phone calls home** to share achievements and build family engagement.
- **End-of-term reward trips** for demonstrating consistent engagement with RISE and Community Values.
- **Celebrating progress, not just perfection**, to reinforce growth and resilience.
- **Work showcases** around the school, through displays and Focus Weeks, highlighting student accomplishments.

These celebrations are **inclusive, equitable, and designed to foster a sense of pride, belonging, and motivation** within our school community.

7.3 Consistency in Recognition

- Staff are expected to **model and recognise RISE behaviours consistently**.
- Recognition is **equity-informed**, ensuring all students have opportunities to be celebrated regardless of their starting point or SEMH needs.
- Celebrations are embedded across classrooms, pastoral time, and school-wide activities.

8. Roles and Responsibilities in Behaviour Support

At Cornfield School, we recognise that maintaining a safe, inclusive, and nurturing environment requires **collaborative responsibility** from all staff. Roles are structured to ensure that behaviour support is consistent, proactive, and tailored to the needs of SEMH students.

8.1 All Staff

All staff are expected to:

- **Model RISE behaviours** consistently in every interaction.
- **Promote self-regulation and reflection** in students, recognising behaviour as a form of communication.
- **Apply primary, secondary, and tertiary strategies** (as informed by PRICE Training) to prevent escalation and respond appropriately to behaviour.
- **Maintain equity in behaviour responses**, accounting for students' individual SEMH needs, trauma history, and circumstances.
- **Use restorative approaches** to repair relationships and foster accountability.
- **Engage students in Event + Response = Outcome discussions** to encourage awareness of their influence over situations and outcomes.
- **Communicate with families** regularly regarding behaviour, progress, and achievements.
- **Support reparation meetings** when appropriate, or refer to senior staff for guidance in more serious incidents.

8.2 Reflection Staff

Reflection Staff provide **specialised support for students experiencing heightened arousal or emotional dysregulation**:

- Offer **co-regulation and emotional support** to students during challenging moments.
- Facilitate **reintegration into lessons** following reflection use.
- Collaborate with SLT and teaching staff to **monitor behaviour patterns and identify early interventions**.
- Implement strategies from **secondary and tertiary PRICE-informed approaches**.
- Ensure consistency and adherence to **Student Passports** and individualised support plans.

8.3 Behaviour Lead and Senior Leadership Team (SLT)

The Behaviour Lead and SLT have overarching responsibility for **monitoring, supporting, and intervening in behaviour management across the school:**

- Review **behaviour data, reparation outcomes, and internal supervision incidents** to identify trends.
- Support staff with **complex cases and escalation procedures**.
- Ensure **equity and consistency** in applying school policy across all students and settings.
- Make decisions regarding **serious incidents, internal managed supervision, or external interventions**.

9. Rewards and Celebrations

At Cornfield School, we recognise and celebrate **positive behaviour, character development, and effort**, not just academic achievement. Celebrating successes helps to **build a sense of belonging, pride, and community**, while reinforcing our RISE values (Respect, Include, Safe, Engage) and Community Values (Respect, Kindness, Aspiration, Critical Thinking, Independence, Resilience).

9.1 Recognition

All staff contribute to a **culture of positive reinforcement** by:

- Using **presumptive, positive language** in interactions (e.g., “Engaging with our DO NOW activity, thank you”).
- Offering **verbal praise** for students demonstrating RISE behaviours and Community Values.
- Recording achievements and behaviours in the school system to ensure consistent recognition.

9.2 Celebration

Students’ successes are celebrated through:

- **Weekly celebration certificates** recognising effort, progress, or positive contributions.
- **Positive phone calls or messages home** to share achievements with families.
- **End-of-term reward trips** to acknowledge sustained effort and contribution.

- **Highlighting student progress and achievements**, not only perfection, through work showcases around school, displays, and Focus Weeks.

9.3 Rewards for Community Values

Students who go above and beyond in demonstrating the school's Community Values are acknowledged through:

- Public and private recognition by staff.
- Integration into weekly and termly celebration structures.
- Opportunities to **serve as role models** for their peers, reinforcing the values across the school.

By embedding recognition, celebration, and rewards in our daily practice, Cornfield School fosters a **supportive and motivating environment**, encouraging students to consistently demonstrate positive behaviours, resilience, and engagement.

10. Staged Intervention and Behaviour Support

At Cornfield School, we understand that behaviour is a **form of communication**. Our approach is guided by **RISE (Respect, Include, Safe, Engage)**, restorative practices, therapeutic approaches, and PRICE-informed strategies. All interventions aim to **support students to regulate their emotions, reflect on their choices, and develop positive relationships**, rather than relying on punitive measures.

10.1 Principles

Consequences at Cornfield are always:

- **Relational** – maintaining strong, supportive relationships between staff and students.
- **Restorative** – focused on repairing harm and rebuilding trust.
- **Proportional** – appropriate to the behaviour, context, and individual needs.
- **Consistent** – applied with **equity** across the school, accounting for needs.
- **Safe** – prioritising the safety of all members of the school community.

10.2 Staged Approach to Behaviour Support

Our staged approach provides a **structured framework** to respond to behaviour, using **primary, secondary, and tertiary strategies** to meet the needs of all students.

Stage 1: Proactive Measures (Primary Strategies – Universal Support)

- Staff model RISE behaviours consistently and provide **predictable, structured environments**.
- Primary strategies include relational practice, rights-respecting language, Event + Response = Outcome discussions, and PRICE-informed primary strategies to **prevent escalation**.
- Every student has a **Student Passport** to ensure consistent support across all staff and settings.

Stage 2: Corrective Guidance (Secondary Strategies – Targeted Support)

- Targeted support is provided for students showing repeated challenges or early signs of escalation.
- Strategies include **restorative conversations, co-regulation, check-ins, guided reflection**, scaffolded interventions, and PRICE-informed secondary strategies.
- Staff encourage students to **reflect on their choices, consider impact, and plan positive next steps**.

Stage 3: Reflection and Supported Return (Tertiary Strategies – Specialist Support)

- Students may engage with **Reflection Staff, Identified Key Staff, or Senior Staff** to de-escalate, reflect, and plan next steps.
- Interventions are personalised, including tailored **support plans, intervention strategies, and risk assessments** where required.
- PRICE-informed tertiary strategies are used to **safely manage high-arousal behaviour, support reintegration, and minimise risk** to the student and wider community.

Stage 4: Internal Managed Supervision / Last Resort Removal

- In rare instances, where all other strategies have been exhausted and the behaviour presents a risk to learning or safety, students may be moved to **internal managed supervision** with key staff or therapy provision.
- **Physical intervention** may be employed if necessary, following the **DfE Use of Reasonable Force Policy**, and always as a last resort.
- Staff continue to use restorative approaches to repair relationships and support successful reintegration.

10.3 Key Practices

- All interventions emphasise **student agency**, encouraging students to take responsibility for their choices.
- Patterns of behaviour are monitored collaboratively with **SLT and teaching staff** to identify triggers, plan interventions, and provide early support.
- Staff balance **consistency with flexibility**, ensuring responses account for SEMH needs, trauma history, and the complexity of each situation.

11. Supporting Students to Improve Behaviour

At Cornfield School, we recognise that behaviour is a **form of communication**. Our approach supports students to develop **self-regulation, reflection, and positive relationships**. All support is guided by **RISE (Respect, Include, Safe, Engage)**, restorative and therapeutic approaches, and PRICE-informed strategies.

11.1 Tiered Support Approach

Universal Support (Primary Strategies)

- All students experience a **safe, inclusive, and predictable environment**.
- Staff model RISE behaviours consistently and use **proactive strategies** to prevent disruption.
- Approaches include **relational practice, rights-respecting language, and Event + Response = Outcome discussions** to help students understand their influence over outcomes.
- PRICE-informed **primary strategies** are employed to build positive relationships, structure learning, and reduce triggers for challenging behaviour.
- Every student has a **Student Passport**, which ensures consistency of support across all staff and settings.
- The Student Passport may include personalised strategies, learning preferences, and any key SEMH considerations.

Targeted Support (Secondary Strategies)

- For students displaying **repeated challenges**, support plans are developed in collaboration with staff, families, and the student.
- Strategies include **restorative conversations, co-regulation, check-ins, guided reflection, scaffolded interventions**, and PRICE-informed secondary strategies.

- The focus is on **preventing escalation**, supporting emotional regulation, and addressing recurring patterns.
- Support plans are informed by the Student Passport to maintain consistency.

Specialist Support (Tertiary Strategies)

- Students with **persistent or escalating behaviours** receive intensive, personalised interventions.
- Plans include **intervention strategies and risk assessments** tailored to individual SEMH needs.
- Support may involve therapy provisions, targeted pastoral support, and collaboration with **external agencies**.
- PRICE-informed tertiary strategies are used to **safely manage high-arousal behaviour, support reintegration, and minimise risk** to the student and the community.

11.2 Key Principles in Supporting Behaviour

- **Restorative Practice:** Focus on repairing harm, rebuilding relationships, and learning from mistakes.
- **Equity and Needs-Based:** Responses account for SEMH, trauma history, and individual circumstances.
- **Student Agency:** Students are encouraged to reflect, take responsibility, and plan positive next steps.
- **Collaborative Planning:** Families, staff, and external agencies are involved in developing strategies where appropriate.
- **Reintegration Focus:** Following reflection, reparation, or internal supervision, students are supported to **return successfully to learning environments**.

11.3 Student Engagement and Reflection

- Students are guided to recognise **Events vs Responses**, understanding what is within their control and how choices impact outcomes.
- Reflection sessions provide structured support to **de-escalate, understand triggers, and create personalised plans for improvement**.
- Students may be supported by **Reflection Staff, Identified Key Staff, or Senior Staff** to implement strategies and ensure successful reintegration.

12. Community Values and Celebration of Success

At Cornfield School, we believe that **recognising positive behaviour, effort, and achievement** is fundamental to building a **sense of belonging, pride, and community**. Celebrations of success encourage students to develop their potential, reinforce RISE behaviours, and promote a positive school culture.

12.1 Community Values

Our core **Community Values** are:

- **Respect**
- **Kindness**
- **Aspiration**
- **Critical Thinking**
- **Independence**
- **Resilience**

These values underpin everything we do at Cornfield School and guide students' interactions with peers, staff, and the wider community.

12.2 Celebration Strategies

Celebrations of student success include:

- **Weekly celebration certificates** recognising progress and achievement.
- **Positive phone calls home** to share successes with families.
- **End-of-term reward trips** for effort, improvement, and engagement.
- **Showcasing work around the school** through displays and Focus Weeks.
- **Celebrating progress, not just perfection**, highlighting individual growth.
- **Work showcases** to share accomplishments in lessons and communal areas.

These celebrations aim to **build a sense of belonging, pride, and community** and reinforce the importance of living by the Community Values.

12.3 Linking Values to Behaviour

- Staff **actively recognise and reward students** demonstrating Community Values in their daily interactions.
- Celebrations are used as opportunities to **reiterate RISE expectations** and highlight positive role models within the school.

- Success is acknowledged **at multiple levels**, including classroom, year group, and whole school contexts.

12.4 Integration with RISE and Behaviour Support

- Recognition of Community Values is **aligned with behaviour support strategies**. Students demonstrating positive behaviours are noted in Student Passports and reflected in support plans where appropriate.
- Celebrations are integrated with **tiered interventions**, reinforcing positive progress for students receiving Universal, Targeted, or Specialist support.

13. Monitoring, Evaluation, and Review

At Cornfield School, **monitoring and reviewing behaviour** is essential to ensure our approaches remain **effective, equitable, and responsive** to student needs. This process enables the school to **identify trends, evaluate interventions, and inform continuous improvement** in both practice and policy.

13.1 Monitoring Behaviour

- All **behavioural events** are recorded using the school's management information system (MIS).
- Staff log **positive behaviours, engagement with RISE, and incidents requiring intervention** to maintain a comprehensive overview.
- Behaviour data is monitored at **classroom, year group, and whole school levels** to identify patterns and provide early support.
- **Student Passports, support plans, and intervention logs** are regularly updated to ensure consistency and continuity of support across staff and settings.

13.2 Evaluation of Interventions

- The effectiveness of **Universal, Targeted, and Specialist support strategies** is evaluated through regular pastoral reviews and meetings with staff, families, and external agencies where appropriate.
- PRICE-informed strategies, restorative approaches, and RISE-aligned interventions are **assessed for impact** on behaviour, engagement, and learning outcomes.
- Adjustments are made to interventions based on:
 - Individual student progress
 - Trends in behaviour data

- Feedback from staff, students, and families
- External agency recommendations

13.3 Review and Reporting

- Behaviour policy and practice are **reviewed annually** to ensure alignment with school ethos, statutory guidance, and current research on SEMH and trauma-informed practice.
- Findings from behaviour monitoring are **shared with senior leadership, governors, and trustees** to inform strategic planning and resource allocation.
- Individual student progress is **reported to parents/carers** during termly meetings and through Student Passports to ensure transparency and collaborative support.

13.4 Continuous Improvement

- Staff receive **ongoing professional development** in restorative practice, PRICE-informed strategies, relational approaches, and SEMH-specific techniques.
- Behaviour monitoring informs **whole-school initiatives** to improve learning environments, pastoral systems, and preventative strategies.
- The school fosters a **culture of reflection and learning** for both students and staff, ensuring that the behaviour framework evolves with the needs of the school community.

Summary: At Cornfield School, behaviour is addressed through **RISE-aligned, restorative, and therapeutic approaches** that prioritise equity, student agency, and community safety, supporting all students to flourish academically, socially, and emotionally.