

Positive Relationships Policy

(Including Team Teach)

(Independent School Standards: Paragraphs 10 & 34).

Important note: The term 'Spark' or 'Spark Academy Group' applies to both our tutoring and independent school settings, also referred to as 'provision', 'school' or 'organisation' interchangeably.

Guidance & Legislation

- [Behaviour in schools \(February, 2024\)](#)
 - [Searching, screening and confiscation \(July, 2022\).](#)
 - [Keeping children safe in education](#)
 - [Independent_School_Standards_Guidance.pdf](#)
-

Links to Other Policies

- Child Protection & Safeguarding Policy
 - Suspension & Permanent Exclusion Policy
 - Mobile Phone Policy
 - Anti-Bullying Policy
 - Equality & Diversity Policy
-

Last External Review	August 2025
Next External Review	August 2026
Last Update	September 2025
Author	CEO / Proprietor
Policy Sign Off	Headteacher

**We Build Communities
Where Everyone Belongs,
Grows & Thrives.**



Contents

Section 1: About This Policy	6
Purpose	6
Scope	6
Section 2: Whole-School Approach to Behaviour	7
Section 3: Systems & Social Norms	8
The School Behaviour Curriculum	8
Maintaining High Expectations of Behaviour	9
The B.E.S.T Behaviour Code	10
Application of Expectations	11
Teaching & Embedding Norms	11
Consistency Modelled by Staff	12
Positive Reinforcement	12
Link to Safeguarding	13
SEND & Reasonable Adjustments	13
Pupil Voice & Co-ownership	13
Links to Our Therapeutic Approaches	14
Section 4: Roles & Responsibilities	14
Leadership & Management of Behaviour	14
The Proprietor	14
The Headteacher	16
Staff	18
Parents & Carers	20
Pupils	21
Section 5: Behaviour Categories & Definitions	22
Purpose for Categorising Behaviour	22
Conscious & Subconscious Behaviour – An Introduction	22
Conscious Behaviour	23
Subconscious Behaviour	24
Pro-social Behaviours (Positive & Desired)	24
Unsociable Behaviour	25
Harmful Anti-Social Behaviour	26
Dangerous Anti-Social Behaviour	27

Bullying	28
Section 6: Responding to Behaviour.....	29
Responding to Good (Pro-social) Behaviour.....	29
Principles of Responding to Misbehaviour	30
Sanctions & Restorative Measures	30
Supporting Pupils During & Following Sanctions: Our Stepwise Framework.....	31
Proportionate & Escalating Responses.....	31
Recording & Review	31
Parent & Carer Involvement	32
Link to Safeguarding.....	32
Section 7: Physical Intervention (Team Teach).....	33
Definition of Physical Intervention.....	33
When Physical Intervention is Used	34
Post-incident Procedure	35
Complaints & Allegations.....	37
Risk Assessments.....	38
Pupils Who Require Intervention Regularly	38
Staff Training	38
Monitoring Standards	39
Section 8: Statutory Procedures & Safeguarding-Linked Behaviour Responses..	40
Suspension	40
Permanent Exclusion	40
Emergency Reviews	40
Recording & Communicating Behaviour Incidents	41
The Use of Reasonable Force.....	41
Prohibited Items: Searching, Screening & Confiscation.....	42
Mobile Phones	44
Allegations from Pupils Against Other Pupils Including Sexual Harassment And/or Violence	44
Malicious Allegations	45
Section 9: Monitoring, Oversight & Policy Review	45
Monitoring & Evaluating Behaviour	45
Oversight & Policy Review	46
Section 10: Recording, Monitoring, Evaluation & Review	47
Monitoring & Evaluating Behaviour	47
Recording Incidents	47

Collecting & Monitoring Data	48
Analysing Data	48
Oversight & Policy Review	48
Appendix A: Categories of Behaviour & Response Chart	50
Appendix B: Step-Wise Framework.....	51
Appendix C: Do's & Don'ts For Therapeutic Framework.....	53
Appendix D: Recognising Pro-Social Behaviours.....	57

Section 1: About This Policy

At Spark, we are committed to creating a safe, calm, and supportive learning environment where every pupil can **belong, grow, and thrive**. This Positive Relationships Policy (Behaviour Policy) sets out how we promote positive relationships, prevent and address misbehaviour, and ensure that all members of our community feel respected, valued, and safe.

This policy is informed by **section 89 of the Education and Inspections Act 2006** and the Department for Education's **Behaviour in Schools Guidance (2024)**, and operates alongside statutory safeguarding duties under the latest **Keeping Children Safe in Education**.

Purpose

- Promote **high expectations for behaviour** that enable every pupil to achieve their potential, both academically and socially.
- Provide a clear framework so that staff apply behaviour expectations **consistently and fairly**, ensuring pupils experience predictable and proportionate responses.
- **Embed our therapeutic, trauma-informed approach** into everyday practice, ensuring that we address the root causes of behaviour and support long-term change.
- Safeguard all pupils and actively prevent bullying, child-on-child abuse and discrimination, in line with our **Child Protection and Safeguarding Policy** and other statutory guidance.
- Ensure that **expectations are inclusive of all pupils**, making reasonable adjustments for those with special educational needs, disabilities or other vulnerabilities.
- Ensure that positive behaviour is **taught, modelled and reinforced** as part of our curriculum and everyday interactions.

Scope

Spark recognises that behaviour is a form of communication. Our approach prioritises understanding, early intervention, and relational repair, ensuring that behaviour management is not simply about compliance, but about supporting pupils to develop the self-regulation, social skills, and confidence needed for success in life.

- This policy applies to the behaviour of pupils during the school day, on school premises, when engaged in school activities off-site, and when behaviour outside school (including online) affects members of the school community.
- It applies to all staff in their responsibility to uphold and model the school's expectations, and to visitors in their responsibility to conduct themselves appropriately. For Visitors & Parents, there will be a **Visitor Behaviour Leaflet** which summarises the key principles.

Section 2: Whole-School Approach to Behaviour

We are a specialist therapeutic provision serving **neurodivergent pupils with Education, Health and Care Plans (EHCPs)**, including those with autism spectrum condition (ASC), ADHD, sensory processing differences, social communication needs, learning disabilities, anxiety, and social emotional and mental health (SEMH) needs. Research consistently shows that pupils with special educational needs and disabilities (SEND) have underlying social, emotional, and mental health needs which must be understood and supported as a core part of their development. Many of our pupils may have also experienced adversity and trauma, including adverse childhood experiences (ACEs) such as abuse, neglect, disrupted attachments, and exclusion from previous schools. Our therapeutic and relational approach is not an optional add-on but an essential foundation to create safety, connection, and belonging as the basis for learning and personal growth, so every pupil can truly **belong, grow, and thrive**.

Our Approach:

- We embed a **'Therapeutic Thinking Approach'** as our core relational and behaviour framework. This approach underpins all of our ethos, policies, and daily practices.
- Our therapeutic and relational framework is a whole-school, trauma-informed approach that views **all behaviour as communication** and prioritises safety, connection, and growth. Central to this framework is our **SSS model (Stabilise, Support, Strengthen)** which aligns with Dr Bruce Perry's internationally recognised trauma-informed model: Regulate, Relate, Reason, Repair. Through Stabilise, we create emotionally safe and predictable environments that proactively prevent escalation (mirroring Regulate and Relate). Through Support, we focus on co-regulation and maintaining connection when pupils show early signs of dysregulation (aligning with Relate and Reason). Through Strengthen, we prioritise safety during high-risk incidents, followed by relational repair and reflective learning (aligning with Relate, Reason, and Repair). By embedding co-regulation, emotional literacy, and restorative practice at every level, we empower pupils to develop self-awareness, build trusting relationships, and gain the skills they need to truly belong, grow, and thrive.
- We recognise that all behaviour is a form of communication and must always be interpreted within the context of each pupil's individual needs, experiences, and developmental stage. Many behaviours that may appear challenging are expressions of distress, sensory overwhelm, or unmet emotional needs. Instead of judging or labelling behaviours as "good" or "bad," we respond with curiosity, compassion, and tailored, individualised support.
- We work as one team, modelling teamwork, positive communication, and mutual respect. By sharing information effectively and maintaining daily briefings, we provide joined-up, consistent care in a safe, supportive environment for all pupils and staff.

- We recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our **child protection and safeguarding policy**, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

Section 3: Systems & Social Norms

The School Behaviour Curriculum

- Positive (Pro-social) behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely.
- Pro-social behaviour is taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited.
- Positive reinforcement is used when expectations are met, while sanctions are required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture and approach to behaviour.
- A behaviour curriculum defines the expected behaviours in school, rather than only a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all parties. This is outlined in our **B.E.S.T Behaviour code**.
- Routines are used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour.
- Adjustments are made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. This is outlined throughout this policy as all our pupils have an EHC plan.
- The Behaviour curriculum is linked to our PSHE, SMSC and values-based curriculum.

Maintaining High Expectations of Behaviour

Spark Vale Academy maintains **high expectations for all pupils** in order to create a **calm, safe, orderly, and supportive environment** where everyone can belong, grow, and thrive. We believe that behaviour is learned, not just expected, and we are committed to explicitly teaching, modelling, and reinforcing the positive behaviours that underpin both academic success and emotional wellbeing.

- Our expectations apply in **all contexts** - during lessons, transitions, breaks and lunchtimes, assemblies, enrichment activities, school trips, and in online interactions. We expect pupils to treat themselves, others, and the environment with respect, following our **B.E.S.T. Code** (Be Kind, Express Safely, Stay Safe, Try Your Best) as the foundation for everyday conduct. These expectations are mirrored in the conduct of all adults in the school, ensuring that high standards are consistently demonstrated.
- The school operates a **zero tolerance approach** to all forms of **sexual harassment, abuse, violence, bullying, and online abuse**. Such behaviours are always treated as safeguarding matters in line with the latest version of **Keeping Children Safe in Education** and are addressed promptly, proportionately, and supportively. All staff are trained to recognise, challenge, and record incidents, ensuring that pupils feel safe and protected at all times.
- High expectations are supported by a **clear, consistently applied framework of consequences and interventions**. This framework includes proportionate sanctions to address unacceptable behaviour and targeted support to help pupils meet expectations. Sanctions and interventions are transparent, fair, and well understood by the school community, maintaining trust and consistency.
- These expectations extend **beyond the school gates**, online or offline, including behaviour on journeys to and from school, during off-site activities, and whenever pupils are representing the school in the community. Pupils are expected to uphold the same standards in online environments, recognising that behaviour outside school can have a direct impact on the safety, wellbeing, and reputation of the school community.
- We work in **active partnership with parents and carers** to uphold high standards of behaviour. Expectations are shared openly and reinforced through regular communication, joint problem-solving, and collaborative strategies to support each pupil's development. Parents and carers are encouraged to model and reinforce the school's values at home.
- We recognise that behaviour concerns can be an **early indicator of unmet needs or safeguarding risks**. Staff are trained to respond appropriately, initiating early help processes where necessary and working closely with the Designated Safeguarding Lead, external agencies, and relevant professionals to ensure timely, joined-up support for pupils and families.

- In all aspects of school life, our aim is for pupils to take increasing responsibility for their behaviour, learn from their mistakes, and develop the self-regulation and interpersonal skills needed to flourish within and beyond school.

The B.E.S.T Behaviour Code

At Spark, we have **high expectations** for behaviour for all pupils at all times. We are committed to maintaining a **calm, safe, orderly, and supportive environment** where pupils are respected, valued, and ready to learn, and where staff can teach without disruption.

Our behaviour culture is rooted in the belief that **positive behaviour is learned, taught, and reinforced**. Pupils are explicitly taught what good behaviour looks like and why it matters, using our **B.E.S.T. Code** as the foundation for daily conduct, each having a set of **school rules (expectations)**:

B	Be kind	<ul style="list-style-type: none"> ■ Be kind to yourself, to others, and to the world around you. ■ Use respectful language and actions at all times.
E	Express safely	<ul style="list-style-type: none"> ■ Your feelings matter. Share them in safe, constructive ways using words, drawings, or Zones of Regulation. ■ Listen to others when they express themselves.
S	Stay Safe	<ul style="list-style-type: none"> ■ Make safe choices that protect your wellbeing and that of others. ■ Take care of equipment, resources, and our environment.
T	Try your best	<ul style="list-style-type: none"> ■ Keep going, even when things feel challenging. ■ Ask for help and use the strategies and tools that support your learning.

Application of Expectations

We expect pupils to be ambassadors for the school and uphold our values of Belong, Grow, Thrive at all times.

The B.E.S.T. Code applies:

- **At all times**, both in and out of lessons
- Across **all areas of school life**, including classrooms, corridors, playgrounds, dining spaces, specialist rooms, school transport, and when representing the school on trips or in the community
- **Before, during, and after the school day**, including extra-curricular activities
- **Online and offline**, ensuring that our pupils act responsibly and respectfully in the digital space

It provides a **common language** for behaviour that is inclusive, respectful, and easy for everyone to understand and follow.

Teaching & Embedding Norms

The B.E.S.T. Code is **explicitly taught** to all pupils through induction, assemblies, tutor time, PSHE, and ongoing classroom practice.

- We use a range of strategies - **modelling, role-play, visuals, social stories, and repetition** - so that all pupils, including those with SEND or SEMH needs, can access and understand the expectations.
- The Code is **displayed prominently** in classrooms, shared spaces, and on school communications so it is a visible and constant reference point.
- Staff **model the B.E.S.T. behaviours** in all interactions with pupils, colleagues, and visitors.
- Positive behaviour is **recognised and celebrated** through verbal praise, positive notes home, reward systems, and recognition at assemblies, ensuring consistency with our formal recognition framework.
- Breaches of the Code are addressed **fairly, proportionately, and restoratively**, with a focus on helping pupils reflect, repair relationships, and learn from mistakes.
- We recognise that some pupils may need **additional teaching, coaching, and support** to meet behaviour expectations. Staff are trained in trauma-informed and therapeutic approaches to ensure that behaviour management is inclusive and responsive.

- Behaviour expectations are **adapted where reasonable** to meet individual needs while maintaining high standards for all.
- We expect our pupils to follow the same respectful conduct online as in person
- We expect our pupils to avoid cyberbullying, harmful content sharing, or discriminatory comments
- We would encourage pupils to report any concerning or harmful online behaviour to a trusted adult. These norms are explicitly taught through online safety lessons, assemblies, and reinforced in line with our safeguarding policy.

Consistency Modelled by Staff

All staff are expected to:

- Consistently model the agreed school norms in their language, tone, and body language
- Apply behaviour systems fairly and predictably
- Recognise and praise pro-social behaviour, including small positive steps
- Respond to unwanted behaviours using the school's **Support – Structure – Strengthen (SSS)** and **Agreeing, Delivering, Following Up (ADF) & Reflect, Repair & Restore (RRR)** approaches
- Make reasonable adjustments for pupils with SEND or SEMH needs while maintaining high expectations

Positive Reinforcement

We strengthen our social norms through:

- Immediate, specific praise linked to the behaviour we wish to see
- Recognition boards in classrooms and around the school
- Celebration assemblies and awards linked to the B.E.S.T. Code
- Opportunities for pupils to earn additional privileges, responsibilities, or leadership roles
- Publicly recognising pupil contributions to the wider school community

Link to Safeguarding

Our social norms support safeguarding by:

- Creating a culture where all forms of bullying, harassment, and discrimination are actively challenged
- Teaching pupils how to recognise and report unsafe or harmful behaviour (including online)
- Embedding respect for protected characteristics under the Equality Act 2010
- Promoting safe conduct during unstructured times, such as break and lunch, when risks may be higher

SEND & Reasonable Adjustments

We recognise that some pupils will need adapted approaches to meet the same high expectations. This may include:

- Personalised behaviour plans and regulation strategies
- Visual prompts, social stories, or adapted language
- Additional adult support during key times, such as transitions or unstructured periods
- Opportunities to practise social skills in smaller groups

All adjustments are recorded, reviewed, and agreed with parents/carers and relevant professionals.

Pupil Voice & Co-ownership

- The B.E.S.T. Code is **reviewed annually** with input from pupil focus groups to ensure it reflects the lived experience of our school community. A formal school council will be implemented once pupil numbers increase.
- Pupils are encouraged to suggest ways the Code can be promoted and embedded across the school.

Links to Our Therapeutic Approaches

The B.E.S.T. Code is supported by our **whole-school therapeutic frameworks**:

- **SSS (Support, Structure, Strengthen)** – our proactive approach to providing the right support, clear boundaries, and capacity-building so that all pupils can meet our expectations.
- **ADF (Agreeing, Delivering, Following up) / RRR (Reflect, Repair, Restore)** – our restorative process for repairing relationships, restoring trust, and reintegrating pupils into learning following incidents of harm or disruption.

Section 4: Roles & Responsibilities

Leadership & Management of Behaviour

At Spark, the **Proprietor, Headteacher and all Staff** share a collective responsibility to ensure that behaviour is a **high priority** and that our school culture promotes **high expectations, calm, and safety** at all times. We recognise that effective behaviour leadership is essential to safeguarding, learning and pupil well-being.

The Proprietor

The Proprietor has **overall strategic accountability** for behaviour across the school. This includes ensuring that:

- The behaviour policy is **legally compliant** with *Behaviour in Schools 2024*, the latest *Keeping Children Safe in Education* and the *Equality Act 2010*, and fully reflects the school's vision and values of belonging, growth, and thriving.
- The school maintains a **calm, safe, orderly, and supportive environment** where pupils feel respected, valued, and ready to learn, and where staff can teach without disruption.
- High expectations for behaviour are **clearly communicated, explicitly taught, consistently modelled, and fairly upheld** by all leaders and staff.
- Behaviour systems are **inclusive and responsive**, recognising and meeting the needs of pupils with SEND, SEMH, and other vulnerabilities, ensuring reasonable adjustments are made in line with statutory duties.
- **Safeguarding principles** are embedded in behaviour management, enabling early identification of pupils at risk and ensuring swift, effective intervention.
- All staff receive **high-quality, evidence-based professional development** in behaviour management, de-escalation, restorative practice, trauma-informed approaches, and equality and diversity.

- Behaviour data, safeguarding records, and **pupil voice feedback are monitored, triangulated, and analysed** to identify patterns, risks, and opportunities for improvement.
- The Headteacher is **held accountable** for the operational implementation of the policy, with clear reporting structures and performance indicators.
- Parents, carers, and pupils are **active partners** in shaping and sustaining the school's behaviour culture.
- The behaviour culture is **evaluated regularly** against Ofsted's criteria for high quality leadership and management, with a clear, continuous cycle of reflection, review, and improvement.

WHAT WE DO IN PRACTICE:

- **The Proprietor reviews and approves** the behaviour policy **annually** (and sooner if statutory guidance changes), ensuring alignment with legislation, guidance, and sector best practice.
- Receives **termly written reports** from the Headteacher, which include:
 - Quantitative behaviour data (incidents, exclusions, attendance, punctuality).
 - Qualitative insights from **pupil voice**, staff surveys, and parental feedback.
 - Safeguarding trends and the effectiveness of interventions.
- **Triangulates evidence** by conducting at least **one formal learning walk per term**, visiting classrooms, observing transitions, and speaking directly with pupils and staff to test whether the written policy matches lived experience.
- Reviews **behaviour data for disproportionality** (e.g., by SEND status, ethnicity, gender) **termly** and ensures corrective actions are agreed, implemented, and re-checked within **six weeks**.
- Allocates **annual and mid-year funding** for behaviour improvement initiatives, therapeutic support, SEND provision, and CPD, and monitors the impact of this spend on outcomes.
- Ensures that **positive behaviour expectations** are embedded into the taught curriculum and reinforced through **weekly assemblies**, tutor time activities, and enrichment programmes.
- Meets with parents and carers **at least twice a year** at strategic forums, and consults on policy updates and behaviour culture priorities.
- **Leads a lessons-learned review** within **10 working days** of any significant behaviour-related incident, ensuring both practice and policy evolve in response to challenges.

- Publishes an **annual Behaviour Culture Report** summarising:
 - Strengths and successes.
 - Areas for development.
 - Planned actions for the next academic year.
 This report is shared with parents, carers, and staff, evidencing transparency and accountability.

The Headteacher

The Headteacher has **day-to-day operational responsibility** for establishing, embedding, and sustaining a positive behaviour culture across the school. This includes ensuring that:

- The behaviour policy is **implemented in full** and all staff are confident in applying it consistently, fairly, and proportionately.
- The school environment is **calm, safe, and supportive**, enabling pupils to thrive academically, socially, and emotionally.
- High expectations for behaviour are **explicitly taught, consistently reinforced, and clearly understood** by all pupils, parents, carers, and staff.
- All staff have access to **high-quality training** in behaviour management, de-escalation, restorative approaches, and trauma-informed practice, with refresher training delivered **at least termly** and additional targeted CPD provided **within 10 working days** of identified needs.
- Behaviour management is **inclusive** and responsive to the diverse needs of the pupil population, with reasonable adjustments made in line with SEND and safeguarding duties.
- Early identification and intervention for pupils at risk of persistent or disruptive behaviour is **embedded in practice**, with formal reviews of intervention plans **every 4 weeks**.
- Behaviour incidents, patterns, and emerging risks are **recorded daily**, monitored **weekly**, and used to inform planning and targeted support.
- Restorative practices are consistently applied, enabling pupils to **reflect, repair, and restore** relationships following incidents, with restorative follow-up meetings held **within 48 hours** of the incident where possible.
- Positive relationships with parents and carers are maintained, with communication regarding significant incidents made **on the same day** and ongoing behaviour support reviewed **half-termly** in partnership with families.
- Staff are **supported, coached, and held accountable** for upholding the school's behaviour expectations, with behaviour expectations revisited in **weekly briefings** and **half-termly performance reviews**.

WHAT WE DO IN PRACTICE:

- The Headteacher delivers **weekly staff briefings** that include a behaviour focus, reminders, and the sharing of good practice.
- Facilitates **termly whole-staff training** on behaviour management and restorative practice, with additional **monthly CPD drop-ins** for targeted coaching.
- Conducts **learning walks twice per half term** to monitor behaviour culture in lessons and unstructured times, followed by feedback and action points to staff within **3 working days**.
 - Oversees **daily logging** of behaviour incidents, with data analysis conducted **weekly** to identify trends, trigger interventions, and adjust strategies.
 - Chairs **fortnightly multi-disciplinary behaviour review meetings** with the proprietor, SENDCo, DSL, and pastoral staff to review pupil progress, assess intervention outcomes, and address patterns of concern.

Provides **termly written reports** to the proprietor detailing:

- Number and nature of incidents
- Attendance and punctuality trends
- Disproportionality analysis
- Pupil and parent feedback highlights
- Actions taken and next steps
- Ensures early intervention is triggered for pupils showing **three or more incidents in a rolling four-week period**, with a personalised support plan implemented within **5 working days**.
- Champions **restorative approaches**, ensuring all restorative conversations are documented and reviewed at the **next fortnightly meeting** to check for resolution and relationship repair.
- Gathers **pupil voice feedback twice per term** on behaviour culture and uses findings to inform the termly behaviour improvement plan, which will take place after the first set of findings and in term two.
- Publicly celebrates positive behaviour through **weekly assemblies, half-termly awards**, and recognition in **termly newsletters**, reinforcing the school's values.

Staff

All staff are **responsible for creating, modelling, and maintaining a positive behaviour culture** that enables pupils to feel safe, respected, and ready to learn. This includes:

- **Upholding high expectations** for behaviour, consistently applying the behaviour policy in all settings (classrooms, corridors, playgrounds, online spaces).
- **Teaching, modelling, and reinforcing** the school's values and behaviour expectations at every opportunity.
- Using **positive behaviour management strategies** and trauma-informed, relational approaches that support pupils' emotional regulation.
- Applying **restorative practices** to help pupils reflect, repair, and restore relationships after incidents.
- Recognising and celebrating positive behaviour through the agreed reward systems.
- Maintaining a **calm and professional demeanour** in all interactions with pupils, parents, carers, and colleagues.
- **Challenging inappropriate behaviour** from any pupil or adult that undermines safety, dignity, inclusion, or respect, and escalating concerns where necessary.
- **Making reasonable adjustments** for pupils with SEND and other protected characteristics, in line with the Equality Act 2010 and statutory guidance.
- **Logging behaviour incidents** accurately and promptly in the agreed system (same day where possible, and within 24 hours as a maximum).
- Identifying early signs of behaviour changes and **reporting concerns immediately** to the relevant leader (e.g., Headteacher, DSL, SENDCo).
- **Safeguarding pupils** in line with the latest KCSIE 202 including being alert to behaviour patterns that may indicate risk, harm, or unmet need.
- Maintaining **professional boundaries** in person and online, modelling safe and respectful conduct at all times.
- Handling all behaviour records and conversations **confidentially**, sharing information only with those who need to know.
- Working collaboratively with colleagues, parents, and carers to implement agreed support strategies.
- Contributing to the **development and review of the school's behaviour improvement plans** and participating in reflective practice.
- Engaging fully with **CPD** on behaviour management, SEND, safeguarding, and restorative practice, and applying learning in day-to-day interactions.

WHAT WE DO IN PRACTICE:

- Staff **explicitly teaches** the school's behaviour expectations at the start of each term, revisiting them **weekly** through classroom routines and reminders.
- **Greets pupils positively** at the door at the start of every lesson or interaction to set the tone for learning.
- Uses the school's **Support-Structure-Strengthen (SSS)** framework in all behaviour interventions, and records actions in the behaviour log **within 24 hours**.
- Applies the agreed **Reflect-Repair-Restore (RRR)** and **Agreeing-Delivering-Following up (ADF)** process within **48 hours** of an incident to ensure relational repair.
- Provides **specific, positive feedback** to pupils for pro-social behaviour at least **three times more frequently** than corrective feedback (3:1 ratio).
- **Recognises pupils' achievements** publicly through praise in class, entries in the recognition log, and nominations for **weekly awards**.
- Follows the school's stepped approach to managing incidents, escalating to leaders **only after all in-class strategies have been applied** unless there is an immediate safety risk.
- Participates in **weekly staff briefings** that include behaviour culture updates, case studies, and professional dialogue.
- Attends **termly whole-staff CPD** on behaviour and safeguarding, and **half-termly workshops** for targeted skill development.
- Contributes to **fortnightly pastoral meetings** where pupils of concern are discussed, progress is reviewed, and strategies are adapted.
- **Engages parents/carers within 24 hours** of any serious incident, and provides constructive feedback on positive behaviour **at least once per half term** for all pupils they teach.
- **Monitors own language and tone** to ensure it models respect, fairness, and consistency at all times.
- Keeps learning spaces **safe, orderly, and ready** for pupils, using agreed classroom layout and environmental cues that support regulation.
- **Raises low-level concerns** about staff behaviour to the Headteacher or DSL, following the school's safeguarding procedures.

Parents & Carers

Parents and carers are vital partners in maintaining a positive, safe, and respectful behaviour culture. The school expects all parents and carers to:

- **Support the school's behaviour policy** and uphold the values of belonging, growth, and thriving at home and in the community.
- **Work in partnership** with the school to promote high standards of behaviour, attendance, punctuality, and readiness for learning.
- **Encourage and model respectful, safe, and kind behaviour** towards pupils, staff, and other members of the school community.
- Ensure their child **attends regularly, arrives on time**, and is prepared for the school day with the necessary equipment and clothing.
- **Reinforce the school's expectations at home**, discussing them positively with their child and helping them to understand the consequences of their actions.
- **Engage with school communications** promptly, including responding to behaviour-related concerns, invitations to meetings, and requests for information.
- **Work with staff and, where necessary, other agencies** (e.g., Early Help, social care, educational psychology) to develop and implement support strategies when their child is struggling with behaviour or relationships.
- **Inform the school** of any changes in home circumstances that may affect their child's behaviour, attendance, or emotional well-being.
- Maintain **open, respectful communication** with staff, avoiding language or actions that could undermine relationships or create hostility.
- **Safeguard their child online and offline**, in line with guidance provided by the school, and raise any safeguarding concerns promptly.
- **Know how to raise concerns** about safeguarding, attendance, bullying, or behaviour through the school's Designated Safeguarding Lead (DSL) or Headteacher, following the school's escalation procedures.
- Encourage their child to **take responsibility for their actions**, engage in restorative conversations, and repair harm where possible.
- Participate in **parental forums, surveys, and consultations** on behaviour policy updates and school improvement.

- **Model responsible and respectful online conduct**, including refraining from posting abusive or defamatory content about the school or its staff on social media.
- Cooperate fully with any **attendance support plans** or statutory processes if attendance becomes a concern, recognising the strong link between attendance and behaviour outcomes.

Pupils

Pupils are expected to:

- **Follow the B.E.S.T. Code** at all times, in school, during trips, on transport, and in online spaces linked to the school.
- Attend school every day, arrive on time, and be ready to learn with the correct equipment.
- Follow all reasonable instructions from staff **first time, every time**.
- Engage fully in lessons, complete learning tasks to the best of their ability, and use feedback to improve.
- Make safe, respectful, and inclusive choices at all times, including during unstructured times such as break, lunch, and transitions between lessons.
- Treat others with kindness and dignity, valuing differences and challenging discriminatory language or behaviour safely and respectfully.
- Respect the rights, feelings, and property of others both in person and online.
- Represent the school positively when wearing school clothing, taking part in school events, or engaging with the community.
- Take responsibility for their actions, participate in restorative conversations, and repair harm caused to relationships or the environment.
- Use technology and online platforms safely, following the school's online safety rules, and report unsafe contact or content immediately.
- Report any safeguarding concerns about themselves or others to a trusted adult or the Designated Safeguarding Lead.
- Support peers through kindness, encouragement, and active participation in school life, including leadership or mentoring opportunities.

Section 5: Behaviour Categories & Definitions

Refer to Appendix A

Purpose for Categorising Behaviour

We categorise behaviour to ensure that all responses are **consistent, proportionate, and rooted in our therapeutic, trauma-informed approach**. This categorisation helps staff, pupils, and parents understand how different behaviours are viewed within our community and how we respond to them.

Categorising behaviour:

- **Promotes clarity** so that expectations are understood by everyone.
- **Supports fairness and equity** by ensuring pupils are treated consistently, with reasonable adjustments for SEND and SEMH needs.
- **Informs intervention** by matching our response to the level of impact, risk, and intent.
- **Maintains safety and dignity** by focusing on de-escalation, relational repair, and skill-building rather than punitive measures.

We recognise that behaviour is a form of communication and that **all behaviour has meaning**. Understanding the type and underlying cause of behaviour allows us to respond in ways that:

- Protect the emotional and physical safety of all pupils and staff.
- Promote opportunities for reflection and repair.
- Support pupils to develop self-regulation, empathy, and pro-social skills over time.

Full examples and SEND-specific considerations for each category can be found in the **Behaviour Categorisation Framework (Appendix A)**.

Conscious & Subconscious Behaviour – An Introduction

All behaviour is a form of communication and serves a purpose. One of the most important distinctions in our therapeutic approach is between **conscious behaviours** (deliberate actions with some degree of awareness) and **subconscious behaviours** (automatic, survival-driven responses that occur without full conscious control). This distinction helps ensure fair, proportionate, and trauma-informed responses that take account of pupil intent, need, and capacity for regulation at the time of the incident.

Why this distinction matters:

- **Promotes fairness and equity** by ensuring that responses are proportionate to intent and capacity at the time.
- **Informs the right intervention** - conscious behaviours can be addressed through relational teaching, modelling, and reflection; subconscious behaviours require co-regulation and safety first.
- **Reduces re-traumatisation** by avoiding punitive measures for behaviours outside of a pupil's immediate control.
- **Supports long-term growth** by building self-awareness, emotional literacy, and adaptive coping strategies.

Conscious Behaviour

Conscious behaviours are actions where the pupil demonstrates **some level of awareness, decision-making, or intent**, even if the behaviour is maladaptive or socially inappropriate. These behaviours may still be influenced by unmet needs, emotional triggers, or learned coping patterns.

Typical drivers

- Avoidance of a perceived undesirable task or environment.
- Seeking control or autonomy in situations where the pupil feels powerless.
- Gaining peer attention, approval, or validation.
- Testing boundaries to establish predictability and safety.

Examples

- Deliberately ignoring an instruction while maintaining awareness of the request.
- Choosing to use unkind language to provoke a reaction.
- Leaving a classroom to avoid a challenging task after weighing up the consequences.
- Attempting to manipulate a peer to gain advantage in a game or activity.

Subconscious Behaviour

Subconscious behaviours occur when a pupil is **overwhelmed, dysregulated, or triggered into a fight, flight, freeze, or fawn response** beyond their current capacity for self-control. These are instinctive, automatic survival responses rather than calculated choices. They often arise from sensory overload, trauma, anxiety, or neurological differences.

Typical drivers

- Immediate reaction to perceived danger or threat.
- Sudden emotional overwhelm.
- Sensory overload or environmental stressors.
- Re-experiencing trauma through triggers.

Examples include:

- Running out of the classroom or school site in a panic.
- Shouting or lashing out physically in the midst of a meltdown.
- Crying uncontrollably or becoming non-verbal in moments of distress.
- Dissociating or “switching off” in an overwhelming environment.

Repetitive, self-stimulating, or self-soothing behaviours such as rocking or tapping.

Pro-social Behaviours (Positive & Desired)

Pro-social behaviour refers to actions that are positive, respectful, and intended to support the wellbeing, safety, and inclusion of others. These behaviours contribute to a calm, purposeful learning environment and reflect our B.E.S.T Code values.

Pro-social behaviour may be:

- Spontaneous - naturally occurring and self-initiated.
- Prompted - encouraged or modelled by an adult or peer.
- Learned - explicitly taught, practised, and reinforced through our curriculum, routines, and relationships.

WHY IT MATTERS:

Pro-social behaviour strengthens our school community, fosters belonging, and builds resilience. For pupils with SEND and SEMH needs, pro-social skills often require explicit teaching, modelling, and reinforcement over time.

Examples of Pro-social behaviours include:

- Offering help or support to peers or staff without being asked.
- Participating in class or group activities, even when this represents a significant step for a pupil with anxiety, autism, or social communication differences.
- Regulating emotions and using agreed self-help strategies (e.g., sensory tools, movement breaks, emotion cards) without adult prompting.
- Advocating for own needs appropriately (e.g., asking for help, requesting a break).
- Demonstrating empathy (e.g., checking on a peer, offering reassurance).
- Treating personal and school property with care.
- Engaging constructively in restorative conversations after conflict.
- Supporting and encouraging peers during learning or social activities.

Contributing to a calm and respectful atmosphere in shared spaces.

Unsociable Behaviour

Unsociable behaviour describes actions that show withdrawal, disengagement, or low-level resistance without directly harming others. These behaviours may stem from anxiety, sensory overwhelm, communication differences, or unmet emotional needs. They do not typically present an immediate safeguarding risk but may affect learning, relationships, or participation if not addressed.

Unsociable behaviour is not the same as antisocial behaviour. It may indicate a pupil's need for support to re-engage, feel safe, or manage their environment. For many pupils with SEND and SEMH needs, these behaviours can be coping mechanisms rather than intentional defiance.

WHY IT MATTERS

Recognising unsociable behaviour helps staff to identify early signs of emotional distress or disengagement and respond with proactive support. This category helps avoid over-escalating situations where the behaviour is a communication of need rather than a deliberate attempt to disrupt.

Examples of unsociable behaviours include:

- Social withdrawal such as avoiding group interaction, spending prolonged time in quiet spaces, or refraining from verbal communication.
- Avoiding eye contact, covering the face, or masking emotions - especially common in autistic pupils or those experiencing social anxiety.

- Passive refusal, “shutdown” behaviour, or non-verbal non-compliance (e.g., head down on desk, minimal responses).
- Repetitive self-stimulating behaviours (e.g., rocking, tapping, fidgeting) that may distract others but are used for self-regulation.
- Using sensory tools, headphones, or devices in a way that avoids engagement with peers or activities.
- Low-level defiance such as delayed compliance or minimal participation, often linked to trauma or demand avoidance.
- Emotional dysregulation expressed as crying, freezing, or withdrawal rather than outward aggression.
- Repeated lateness to lessons or internal truancy to avoid certain environments.
- Minor breaches of school rules that are not safety-related (e.g., uniform adjustments, eating in class without permission).
- First-time or isolated incidents of smoking or vaping where there is no coercion or aggression.

Harmful Anti-Social Behaviour

Harmful antisocial behaviour includes actions that **negatively affect others, disrupt learning, or undermine the safety and wellbeing of the school community**. While not presenting an immediate and severe danger, these behaviours require prompt recognition and intervention to prevent escalation.

They may be **conscious** (planned or deliberate) or **subconscious** (triggered by overwhelm, trauma responses, or sensory dysregulation). Understanding intent and context is essential in interpreting behaviour accurately.

Examples of harmful anti-social behaviours include:

- Verbal aggression, such as shouting, swearing, or making threats.
- Use of discriminatory, derogatory, or offensive language, including racist, homophobic, ableist, sexist, or faith-based slurs (even if not fully understood by the pupil due to communication differences).
- Persistent refusal to follow instructions, leading to significant disruption to learning.
- Bullying, harassment, or spreading harmful rumours, including online harassment.
- Damaging school or personal property in frustration (e.g., breaking classroom resources, tearing books).
- Manipulating or coercing peers into unwanted actions or exclusion.
- Risk-taking behaviours for peer approval (e.g., minor vandalism, dangerous dares).
- Repeated breaches of school rules with an escalating pattern of defiance.

- Sexual harassment such as inappropriate sexual comments, jokes, or physical interference with clothing.
- Minor physical altercations or fights without serious injury or use of weapons.
- Theft or unauthorised taking of items without violence or coercion.
- Vandalism causing minor property damage.
- Smoking or vaping where it is persistent, involves group coercion, or is in direct defiance of staff direction.

Dangerous Anti-Social Behaviour

Dangerous antisocial behaviour involves actions that create an immediate and significant risk to the pupil, others, or the school environment. These behaviours require urgent intervention to ensure safety and will often trigger safeguarding procedures.

Dangerous behaviours may arise from conscious decision-making or as part of a subconscious “fight, flight, freeze, or fawn” survival response. Context and pupil needs are considered when assessing incidents.

Examples include:

- Physical aggression such as hitting, kicking, biting, or throwing objects that could cause injury.
- Severe property damage that creates a hazardous environment (e.g., smashing glass, overturning heavy furniture).
- Leaving the school site without permission or entering unsafe areas (e.g., busy roads, construction zones).
- Carrying or using prohibited or dangerous items such as knives, sharp objects, or imitation weapons.
- Sexualised behaviour that is harmful, coercive, or abusive.
- Serious threats of harm to self or others.
- Substance misuse on or near school premises (including drugs, alcohol, or volatile substances).
- Coercing others into dangerous, harmful, or illegal acts (e.g., encouraging violence or theft).
- Self-harm requiring immediate and urgent intervention.
- Sexual violence, including assault by penetration, sexual assault, or rape.
- Severe sexual harassment involving threats, coercion, or the sharing of explicit images.
- Fights involving injuries, use of weapons, or severe aggression.

- Possession of prohibited items such as illegal drugs, fireworks, pornographic images involving minors, or non-consensually shared explicit images.

Bullying

- At Spark, we have **zero tolerance for bullying** in any form. Bullying undermines safety, belonging, and wellbeing, and is therefore incompatible with our ethos and our statutory duty to safeguard pupils under **Part 3 of the Independent School Standards**.
- We define bullying as **repeated, intentional behaviour** that causes physical or emotional harm, creates distress, or exploits a real or perceived power imbalance. It can be verbal, physical, social, or online, and may be prejudice-based or discriminatory.
- We recognise that pupils with **SEND and SEMH needs** may be more vulnerable to bullying and may also find it harder to recognise, articulate, or report when it is happening. Our approach is therefore **proactive, relational, and trauma-informed**, ensuring that pupils feel safe to share concerns and trust that they will be listened to and supported.

Bullying can include, but is not limited to:

- Emotional – deliberately excluding, isolating, or humiliating someone
- Physical – hitting, kicking, pushing, taking belongings, or physical intimidation
- Verbal – name-calling, teasing, sarcasm, threats, or spreading rumours
- Prejudice-based or discriminatory – targeting someone because of race, faith, culture, gender, gender identity, sexuality, disability, or other protected characteristics
- Sexual – unwanted sexual comments, gestures, contact, or sexualised language
- Cyberbullying – using online platforms, messaging, gaming, or social media to harass, intimidate, or cause harm

All staff are trained to identify early signs of bullying, including subtle or covert behaviours, and to respond promptly in line with our Anti-Bullying Policy. This includes:

- Immediate protective action to keep pupils safe
- Recording and monitoring incidents to identify patterns or escalation
- Working restoratively to repair relationships where appropriate
- Providing targeted support for both the pupil experiencing bullying and the pupil displaying bullying behaviours
- Involving parents, carers, and other agencies when necessary

Refer to our Anti-Bullying Policy

Section 6: Responding to Behaviour

At Spark, all behaviour is seen as communication. We respond in ways that protect safety, maintain dignity, and help pupils develop the skills they need to self-regulate over time. Every response is **proportionate, consistent, and trauma-informed**, taking into account the pupil's needs, context, and intent.

We follow a **stepwise framework** to ensure that staff know exactly what to do in the moment, and that pupils and families can see a clear and consistent process in place.

Responding to Good (Pro-social) Behaviour

At Spark, recognising pro-social behaviour is a central part of our ethos: *Belong, Grow, Thrive*. Our approach reinforces the behaviours and attitudes that help pupils succeed socially, emotionally, and academically. Recognition is inclusive, proportionate, and adapted to the individual needs of our pupils, all of whom have EHCPs and may have SEND and/or SEMH needs.

CORE PRINCIPLES

- Personalised and inclusive: Recognition is adapted to each pupil's needs, communication style, and sensory profile.
- Process and effort-focused: We acknowledge effort, resilience, and personal growth, not just outcomes.
- Safe and dignified: We avoid public comparisons, shaming, or conditional praise that could cause distress.
- Strengths-based: Celebrations focus on individual contributions and achievements to build self-esteem and belonging.

OUR APPROACH

We use a variety of approaches to reinforce pro-social behaviour, including but not limited to:

- **Verbal and non-verbal praise** that is specific, descriptive, and respectful.
- **Opportunities for autonomy**, such as making choices about activities or seating.
- **Positive home-school communication** to share successes with families.
- **Relational recognition**, including leadership opportunities, appreciation circles, and pupil-led celebrations.

Recognition is always **authentic, proportionate, and meaningful**. Staff ensure that it supports intrinsic motivation, encourages self-regulation, and reflects our therapeutic approach.

Further examples and model scripts for recognising pro-social behaviour are provided in **Practical Approaches to Positive Recognition in the Staff Training Manual** which staff must refer to for consistent application.

Principles of Responding to Misbehaviour

Responses are proportionate to the behaviour, context, and pupil's individual needs.

- Staff intervene at the earliest possible stage to prevent escalation.
- Every response protects the emotional and physical safety of all involved.
- All staff apply the same core approach, so pupils experience predictability and fairness.
- All responses are rooted in relational repair and skill-building, not punishment.

Our approach fulfils the legal definition of a “**sanction**” under Independent School Standards Part 3, but is adapted for SEND/SEMH pupils in line with the Equality Act 2010.

Sanctions & Restorative Measures

While our primary aim is to use restorative and relational responses, sanctions may be applied where necessary to uphold safety, learning, and wellbeing. Sanctions are:

- **Proportionate** to the behaviour and mindful of SEND needs.
- **Paired with restorative work** to promote learning from the incident.
- **Recorded** in the school's behaviour log for monitoring and safeguarding purposes.

Possible sanctions include:

- Loss of part of a break or privilege (paired with a reflective task).
- Temporary removal from a lesson to a supervised, calm environment.
- Withdrawal from an activity if safety cannot be maintained.
- Fixed-term suspension (in line with statutory guidance and as a last resort).
- Permanent exclusion (only in exceptional circumstances).

Supporting Pupils During & Following Sanctions: Our Stepwise Framework

At Spark, all responses to behaviour follow a Stepwise Framework that ensures consistency, proportionality, and alignment with our therapeutic ethos. This framework provides a graduated approach, starting with proactive and preventative strategies, moving through de-escalation, and concluding with reflection and restorative work. It is designed to safeguard pupils, staff, and the learning environment while supporting the development of self-regulation skills.

Staff are expected to begin with the least intrusive intervention and escalate only when necessary, taking account of the pupil's individual needs, EHCP targets, and contextual factors. In situations where there is an immediate risk to safety, it may be necessary to bypass earlier steps. The full breakdown of each stage, including examples of strategies, can be found in Appendix B, and must be followed in conjunction with each pupil's **Positive Behaviour Support Plan (PBSP)**.

Refer to Appendix B

Proportionate & Escalating Responses

We always start with the least intrusive intervention and escalate only if required. Escalation is determined by:

- The level of risk to the pupil, peers, or staff
- The impact on learning and wellbeing
- The frequency and severity of the behaviour
- Whether the behaviour is conscious or subconscious

Where behaviour presents immediate danger, staff may bypass earlier stages to safeguard all involved.

Recording & Review

- All significant incidents are recorded on TES/ CPOMS within 24 hours by the staff member involved.
- The **Headteacher/DSL** reviews logs daily to ensure safeguarding, identify patterns, and agree next steps.
- Termly analysis of incident data is used to adapt pupil support plans, review interventions, and update staff training.

Parent & Carer Involvement

Communication is always **supportive and solution-focused**, avoiding blame.

- Families are informed **the same day** of any significant incident affecting safety, wellbeing, or learning.
- For recurring behaviours, parents/carers are invited to work collaboratively with staff to review strategies and contribute to the pupil's Support or EHCP targets.

Link to Safeguarding

Staff remain alert to behaviours that may indicate abuse, exploitation, or mental health concerns.

- Behaviour that poses a safeguarding concern is immediately reported to the DSL and managed under the latest **Keeping Children Safe in Education** procedures.

Refer to Child Protection & Safeguarding Policy

Section 7: Physical Intervention (Team Teach)

Important note: This is only applicable to our Independent School Settings and not part of our tutoring provision.

For a full list of detailed practical operational guide to physical intervention please refer to the tables provided in the **Training Manual**.

Professionals at our provision are trained to work with pupils with sometimes exceptionally challenging behaviours, and adhere to clear, positive pupil-centred behaviour and 'what we do' (therapy) policies, which focus on prevention and verbal intervention.

Staff work positively and confidently with pupils and find the least intrusive way possible to support, empower and keep pupils safe.

Where the wealth of strategies available to staff fail, physical handling of pupils is the absolute last resort and is used to keep pupils, and staff safe. It is used safely and positively, drawing upon the formal Team Teach training staff have received, when all other strategies have failed to avert behaviour that is likely to cause harm to the pupil or others around them and staff deem an intervention as reasonable, proportionate and/or necessary.

At our provision we make no use of rooms where pupils are left in isolation, such as secure 'reflection', 'sensory' or 'calming' rooms.

Definition of Physical Intervention

- Physical intervention is the positive use of force in order to avert danger by preventing or deflecting a pupil's action, or by removing the physical object which could be used to harm the pupil or others.
- In all circumstances, we recognise that physical intervention can only deal with the immediate problem and careful assessment is needed to prevent repetition. This assessment takes the form of a reflective debrief with a leader at the end of the school day (it is important to ensure staff are given time to debrief and reflect on the incident, including in terms of their own wellbeing) which is recorded on our Team Teach intervention record forms.
- For monitoring purposes, a decision is made as to whether the intervention was a 'standard' Team Teach intervention or a 'serious incident'. Although reviewed case by case, an incident may be deemed serious if, for example, a pupil has been in crisis throughout the day and requires more support than usual, or if a pupil requires a more restrictive physical intervention.

When Physical Intervention is Used

Physical intervention is only required where there is a risk of a pupil:

- endangering or harming others
- self-harming
- causing damage to property
- significantly disrupting the school, other pupils, or members of the public.

In one or more of the above scenarios, staff will use reasonable force (any use of physical intervention will, as far as possible, only ever be a Team Teach hold and will always be undertaken by staff with up-to-date Team Teach training) **only when all alternatives have been exhausted and failed** (e.g. calm talking, distraction, warnings, reassurance, humour, options, change of face).

Our starting point is always the rights, needs and safety of the pupil (and other pupils and staff present).

If possible, the pupil will be taken to a safe space and any physical intervention will aim to be replaced with the pupil's ability to express themselves in a safe and appropriate way.

Any use of force will be recorded on a the TES platform form and will be signed-off as part of a reflective debrief with a leader at the end of the same day. Where necessary, the pupil's parents/carers will be informed at the end of the school day at the latest.

The leader signing the record will inform the DSL where there are specific safeguarding concerns or where social care services have asked to be informed. In both such cases, the pupil's allocated social worker will be informed by the DSL.

All records of physical intervention are logged, collated, reviewed at leadership team meetings and trends are analysed over time. Where patterns appear, strategies (such as timetable changes) are trialled. The data we use is based on numbers of physical interventions per pupil, per term and over time, including comparing previous years. We also analyse data for pupils who are not involved in Team Teach interventions.

We use physical intervention as follows:

- If a pupil's behaviour presents a risk to themselves or others, including staff, significant damage to school property or if they are significantly disrupting the school (and are likely to be a trigger for other pupils).
- As a safety measure where aggressive behaviour could put the pupil or other people at risk. It is never used as a punishment or as part of a behaviour management strategy.
- The number of staff involved will always be the minimum necessary to safeguard the pupil and others but where appropriate, and especially where large, strong or particularly violent pupils are involved (as identified on their risk assessment) there

will always be two staff members involved in any physical intervention.

- The force used will be the minimum necessary to deal with the harm that needs to be prevented, i.e. it must be reasonable in the circumstances. Staff must always remember: 'minimum force used for the shortest amount of time.'
- During a physical intervention, staff will not attempt to discuss the incident as the pupil will be too distressed to think about it and it may further escalate the challenging behaviour. The time for reflection is later when the pupil has calmed down. Staff will focus any talking on trying to soothe the pupil and help them calm down. They will verbalise their belief in the pupil's ability to calm down and turn the situation around. They will verbalise their commitment to continue to support them ("I'm here to help you" etc.)
- The pupil will have time to rest, reflect and recover; they will then re-join the activity or lesson when appropriate. This must be neither rushed (the pupil must be properly calmed and ready to re-engage) nor unnecessarily elongated.
- Any pupil who has been held should be given the opportunity to be debriefed and talk through their experience with a member of staff who was not involved in the physical intervention, normally by the end of the school day.
- Pupils will also (usually) have the opportunity to speak to a therapist or trusted adult following an incident.

Post-incident Procedure

We view every incident as an opportunity for learning, growth, and relational repair for both pupils and staff. Our post-incident approach ensures emotional safety, compliance with statutory guidance, and continuous improvement in line with our Belong, Grow, Thrive ethos.

Debriefing Process

- A structured debrief must be offered to all pupils and staff involved **as soon as possible after the incident**, once immediate physical safety and emotional stability have been re-established (Strengthen stage).
- **Purpose of the debrief:**
 - To provide a safe, non-judgemental space for expressing feelings and experiences.
 - To understand each individual's perspective and emotional response.
 - To identify triggers, protective factors, and explore alternative strategies for the future.
 - To restore and strengthen relational connections, reinforcing that every pupil and staff member is valued and supported.

- This process ensures pupils' and staff voices are central, fostering trust and psychological safety in line with Part 2 of the Independent School Standards (promoting pupils' personal development and welfare).

Recording & Reporting

- All incidents involving physical intervention and any serious incidents without physical intervention must be recorded immediately and comprehensively.
- A detailed incident report must be completed in TES before the staff member leaves site that day, to ensure accuracy and timeliness.
- Any injuries to pupils or staff must be recorded in the school accident book and, where applicable, a Health and Safety Accident/Incident Form (HSW3) must be completed and submitted to the Local Authority if GP or hospital treatment is required.
- All records will be retained securely, in line with data protection and safeguarding legislation.

Parental Communication

- Parents or carers must be contacted by telephone on the same day to inform them of the incident, followed by a written summary where appropriate.
- All communication must be logged in TES.
- Language used must be factual, supportive, and non-blaming, reflecting the school's relational and trauma-informed approach.

Emotional Support

- Comprehensive emotional support and aftercare will be offered to all pupils and staff involved.
- This may include:
 - Pastoral support or mentoring.
 - Access to senior leaders or designated wellbeing staff.
 - Referral to Occupational Health, external counselling, or other therapeutic services as needed.
- Staff have a duty to inform the Senior Leadership Team (SLT) of any injuries or emotional impacts that might affect their capacity to support pupils safely in the future.

Leadership Review & Follow-Up Actions

The Headteacher will conduct a thorough review of every incident, in consultation with SLT and, where relevant, safeguarding leads.

The review will ensure:

- All procedures were followed correctly and proportionately.
- Positive Behaviour Support Plans and risk assessments are updated where necessary.
- Patterns or systemic issues are identified and addressed, supporting continuous improvement (aligned with Part 8 of the Independent School Standards on leadership and management).
- The member of staff involved will be kept informed throughout any subsequent steps to ensure transparency and support.

Potential Further Actions By Leadership

- Reviewing and amending the pupil's Therapeutic Behaviour Plan or Positive Handling Plan.
- Implementing child protection or safeguarding measures, including external agency referrals if required.
- Initiating staff or pupil disciplinary procedures where appropriate.
- Reviewing and updating the Positive Relationships Policy.
- Introducing additional individual or environmental risk assessments.
- Considering alternative provision or managed moves in cases of extreme violence or persistent high-risk behaviours.

Supporting staff involved throughout any investigative or disciplinary processes, including signposting to professional associations or unions.

Complaints & Allegations

If a pupil makes a complaint regarding the use of force:

- The **Headteacher** will lead a formal investigation under the school's Complaints Policy.
- Where a staff member has acted lawfully by using reasonable force to prevent injury, serious property damage, or disorder - this provides a clear legal defence under criminal and civil law.
- Any allegations about staff will also be reviewed under the school's Staff Disciplinary Procedures and, if necessary, Child Protection Procedures.
- Staff are reminded that all incidents must be accurately recorded in TES on the same day, to ensure clear and factual evidence.

Risk Assessments

- All pupils have an individual risk assessment (linking with their progress plan, this might be considered by others as an equivalent to a 'care plan') which outlines specific considerations for that pupil in relation to physical intervention. These are updated on a termly basis, or more frequently if specific issues arise.
- In an emergency situation, staff will inevitably need to make a dynamic risk assessment, which will include a judgement of the capacity of a young person at that moment to make a safe choice.
- When considering a pupil's **dynamic risk assessment**, if there is a temporary period of incapacity that may place a pupil at risk of significant physical or emotional harm, staff may need to use physical intervention as one of the measures to protect the pupil.
- When it comes to protecting pupils, staff are encouraged to consider what they would want somebody else to do if that was their child - this helps to direct staff towards best practice.

Pupils Who Require Intervention Regularly

- We acknowledge that a very small number of pupils behave in ways that make it necessary to consider the use of physical intervention as an integrated part of a behaviour management plan/pupil risk assessment.
- Staff will make every effort to identify the risk and in consultation with the pupil, parents/carers and other agencies working with the pupil, will put in place an appropriate risk-assessed behaviour strategy. This will only be the case in situations whereby it is highly likely that the physical intervention will reduce over time. Such placements are rare, and reviewed very regularly. Any concern that the placement is not the right one is always made clear to the placing authority.

Staff Training

- All staff have in-date initial Team Teach training (2-day course) and refresher training (1-day course) is provided every year. All certificates are kept on file.
- Team Teach are approved as an accredited CPD provider and all of their training courses are CPD accredited. Team Teach is also accredited by ICM and have received a National Training Award as a way of recognition.
- For new staff, opportunities are provided as quickly as possible (we run three 2-day training courses every year) to enable them to complete the Team Teach training - in the meantime they must not get themselves involved in any physical intervention

with pupils.

- According to Team Teach, Team Teach techniques seek to avoid injury to the child, but whilst some physical injury potential can be reduced there remains some risk, with potential for possible bruising or scratching that may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the child remains safe.
- It is also recognised that staff may, in very exceptional circumstances, choose to respond with a technique from outside the Team Teach framework. This does not automatically render the use of such skill or technique necessarily improper, unacceptable or unlawful. Its use must be judged on whether or not it was reasonable, proportionate and necessary in those particular contexts and circumstances.

Monitoring Standards

- The leadership team monitors physical intervention very regularly- CCTV covers all rooms (except for confidential areas such as toilets) and intervention forms, incidents, data and debriefs with staff are reviewed continuously.
- The leadership team reviews all physical intervention data formally as part of its standard agenda.

Section 8: Statutory Procedures & Safeguarding-Linked Behaviour Responses

Suspension

- In *extreme cases only*, the Headteacher may authorise the suspension of a pupil from attending school for a period usually of no more than one or two days (previously known as a 'fixed-term exclusion'). A suspension of more than two days is very rare.
- When the decision is taken to suspend a pupil, an explanatory letter is always sent to the family and local authority on the same day. During a suspension, we provide homework of a suitable quantity and quality. Contact will be made with a pupil by a member of the SLT or contracted therapists to provide emotional support during their absence from school. Contact is in the form of a phone call or virtual therapy session.
- Following on from the suspension, a senior leader leads a reintegration meeting (before or at the beginning of the pupil's return to school) to discuss strategies and support for the pupil.

Occasionally, families may be asked to collect their child from school if it is obvious that every strategy has failed (to calm and/or engage and/or keep safe the pupil). This will always count, and be marked as, a suspension.

Permanent Exclusion

- In *very exceptional circumstances* a Headteacher may make the difficult decision to permanently exclude a pupil. An exceptional circumstance may include, as non-exhaustive examples, extreme violence and/or being in possession/bringing forbidden items into school such as a dangerous weapon or illegal drugs.

Refer to our separate Suspensions & Permanent Exclusions Policy.

Emergency Reviews

- All students in our provision will have EHCPs. The provisions that are set out in the EHCP must be secured and the school will co-operate with the local authority and other bodies.
- When we have exhausted our resources or strategies and have no choice but to conclude that we can no longer meet a pupil's needs, we will call for an emergency annual review with the placing authority and pupil's family to re-evaluate the

suitability of the placement and recommend that another provision be sought.

- This is not the same as a suspension or a permanent exclusion. In this scenario, we will continue to provide education in the form of online learning, work packs and a remote therapy offer.
- While the pupil remains on our roll, a key trusted adult (most likely the lead therapist) will make contact with the pupil once a week in order to check in and ensure the pupil is well and safe. This will be logged on the pupil's MIS profile.

Recording & Communicating Behaviour Incidents

- All pupils have an Individual Risk Assessment (IRA) which records and highlights known behaviour and triggers which could pose as a potential risk to the pupil and others. For further information please see our risk assessment policy.
- Serious incidents of misbehaviour, including those resulting in a sanction such as suspension or permanent exclusion, are logged on our online data management system.
- Team Teach interventions are logged on handwritten forms (red book) and are always signed off by leaders on the same day as part of a reflective debrief.
- Accidents, injuries and use of first aid are reported using the schools' online system AND Medical Tracker.
- All events logged are analysed by leaders on a weekly basis and changes are made proactively and rapidly to avoid repetition.

The Use of Reasonable Force

- There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.
- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.
- Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for prohibited items such as knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search

for other items banned under the school rules.

- When considering using reasonable force staff considers the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Prohibited Items: Searching, Screening & Confiscation

For us, pupil safety, dignity and emotional wellbeing are paramount. We follow a clearly defined process for screening, searching and confiscation that prioritises relational practice, psychological safety, and proportionality.

Our approach is underpinned by our **therapeutic thinking model** and the **SSS (Support, Structure, Strengthen)** and **RRR (Reflect, Repair, Restore)** frameworks.

All interventions are delivered in a manner that is legally compliant, emotionally attuned, and designed to maintain trust and repair ruptures in relationships where needed.

We uphold our duty to maintain a safe, nurturing environment for all pupils. In rare situations where it is necessary to conduct a search or confiscate an item, we ensure all actions are taken in line with the latest Department for Education (DfE) guidance on *Searching, Screening and Confiscation* (July 2022), our trauma-informed, therapeutic ethos and the Independent School Standards, particularly those related to pupil welfare, safeguarding, and behaviour.

Our approach balances legal compliance, safeguarding responsibilities, and a deep respect for the dignity and emotional safety of every pupil.

Principles Underpinning Our Practice

- **Safety First:** Searching is only undertaken to protect pupils and staff from harm or prevent disruption.
- **Proportionate:** Only reasonable force and necessary measures will ever be taken.
- **Relational:** Pupils are treated with compassion and understanding throughout the process.
- **Transparent:** All searches are recorded and families are informed.
- **Restorative:** Support and reflection always follow any search to rebuild trust and wellbeing.

Purpose

- Searching and screening may be used to prevent serious harm, maintain a safe environment, and uphold school expectations. These procedures are always conducted by authorised staff and in proportion to the situation.
- Searches may be conducted when there are reasonable grounds to suspect that a pupil is in possession of:
 - Prohibited or illegal items (e.g. weapons, drugs, stolen items, pornography)
 - Items that could be used to cause harm or disrupt learning

All staff are trained to use **relational and therapeutic principles** before, during, and after a search. Wherever possible, pupils are regulated and calm before a search begins. If a pupil refuses a search, staff will explore the underlying reasons for the refusal and respond using trauma-informed practices.

Suspected Criminal Behaviour

- In cases when a member of staff or Headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the **police** only by gathering enough information to establish the facts of the case.
- These initial investigations are fully documented, and schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, our school will ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.
- When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping children safe in education (KCSIE), it is expected in most cases that the **designated safeguarding lead** (or deputy) would take the lead.

Refer to our separate Child Protection & Safeguarding Policy for Procedures

Mobile Phones

Our School including external areas, are phone-free environments. Pupils must hand in any mobile phone and/or electronic device on arrival to their site's administrator. All devices are kept safely secured until the end of the school day.

Refer to our separate Mobile Phones Policy

Allegations from Pupils Against Other Pupils Including Sexual Harassment And/or Violence

In most instances, negative conduct of pupils towards each other will be covered by this behaviour policy (and our anti-bullying policy), however, some allegations may be of a more serious nature and raise safeguarding concerns.

Allegations made against another pupil may include physical abuse (e.g. violence, particularly pre-planned; forcing the use of drugs or alcohol), emotional abuse (e.g. bullying, blackmail, extortion, threats, intimidation), sexual abuse (e.g. indecent exposure, touching, sexual violence and sexual harassment, sexting, forcing the watching of pornography or upskirting, which is a criminal offence and typically involves someone taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm and/or sexual exploitation (e.g. photographing or videoing indecent acts).

Sexting is sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet. If any devices need to be seized and passed onto the police, then the device(s) will be confiscated, and our safer schools police officer will be contacted. The device will be turned off and placed in the safe until the police are able to come and retrieve it.

Allegations must always be referred using our online safeguarding system and will be dealt with as a safeguarding concern by the DSL.

Refer to 'Child-On-Child Abuse' Section in the separate Child Protection & Safeguarding Policy.

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help.

If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Section 9: Monitoring, Oversight & Policy Review

Monitoring & Evaluating Behaviour

Refer to 'Roles & Responsibilities' Section of this Policy.

We believe that high standards of behaviour are sustained through **ongoing reflection, responsive leadership, and a culture of continuous improvement**. Monitoring behaviour is not only a compliance function - it is a therapeutic, safeguarding, and equality-driven process that ensures every child feels safe, respected, and understood.

We systematically monitor behaviour across the school to ensure our ethos of **positive relationships, therapeutic response, and inclusive practice** is being consistently upheld. The Senior Leadership Team (SLT) is responsible for overseeing this process and using the data to inform strategic decisions.

We collect and evaluate data in the following key areas:

- Behavioural incidents, including de-escalation, removal, and reflective repair
- Attendance, persistent absence, suspensions and permanent exclusions
- Incidents of searching, screening and confiscation
- Rewards and recognition data for pro-social behaviour
- Restorative and therapeutic interventions completed (e.g. Reflect-Repair-Restore)
- Feedback from anonymous surveys with pupils, staff, families and local authorities on perceptions of school culture, emotional safety, and relationships

Data will be analysed at least termly by the SLT and Designated Safeguarding Lead (DSL), and used to identify trends, strengths, and any areas requiring attention or reform.

Analysis will be conducted through multiple lenses:

- Whole-school level and by year group
- By time of day, week, or academic term
- By curriculum area and staff involvement

By pupil profile, including:

- SEND or EHCP status
- Social care involvement
- Socioeconomic background (e.g. pupil premium)
- Protected characteristics under the Equality Act 2010

Where disparities are identified, the SLT will take proportionate action to address inequality or disproportionate impact, ensuring compliance with the *Equality Act 2010*, the most recent *Keeping Children Safe in Education* and *Independent School Standards (ISS, Part 1 and 3)*.

Monitoring also includes quality assurance of:

- Behaviour logs and safeguarding records
- Consistency of therapeutic approaches across staff
- Implementation fidelity of support plans and SEMH strategies

Oversight & Policy Review

This Behaviour Policy and Statement of Principles will be reviewed annually by the **Headteacher** and **Proprietor**, or more frequently if data, significant events, or inspections warrant an earlier review.

Review will include:

- Evaluation of alignment with the **school's values, ethos, and therapeutic practice**
- Updates to ensure ongoing compliance with:
- DfE guidance (e.g. *Behaviour in Schools, Searching and Confiscation*)
- Ofsted expectations and ISS Part 1 (Quality of Education), Part 2 (Spiritual, Moral, Social and Cultural), and Part 3 (Welfare, Health and Safety)
- The latest Safeguarding legislation (*KCSIE Working Together to Safeguard Children*)

Revisions will be informed by:

- Behaviour monitoring data
- Stakeholder feedback and pupil voice
- Learning from reflective practice, pastoral review meetings, and external advice

Once reviewed and updated, the Behaviour Policy will be:

- Approved by the Headteacher and Proprietor
- Shared with all staff, and key points included in training and CPD
- Accessible to families via the school website and upon request

Section 10: Recording, Monitoring, Evaluation & Review

Monitoring & Evaluating Behaviour

- We believe that high standards of behaviour are sustained through **ongoing reflection, responsive leadership, and a culture of continuous improvement**. Monitoring behaviour is not only a compliance function - it is a therapeutic, safeguarding, and equality-driven process that ensures every child feels safe, respected, and understood.
- We systematically monitor behaviour across the school to ensure our ethos of **positive relationships, therapeutic response, and inclusive practice** is being consistently upheld. The Senior Leadership Team (SLT) is responsible for overseeing this process and using the data to inform strategic decisions.
- As part of our commitment to building a culture of safety and belonging, we evaluate the **impact of our anti-bullying strategies** through:
 - Termly data reports shared at SLT and Proprietor level
 - Pupil voice surveys and emotional check-ins
 - Parent/carer feedback through consultation or surveys
 - Staff reflection in team meetings, training, or supervision
 - Reviewing the effectiveness of restorative practices and targeted interventions
 - Where necessary, we adapt our curriculum, systems, staff CPD, or therapeutic provisions to ensure all pupils feel **seen, safe and supported**.

Recording Incidents

All incidents of bullying including alleged, witnessed, reported, and confirmed, are recorded using our safeguarding and behaviour monitoring systems (CPOMS or TES).

This includes:

- A clear record of the type of bullying, location, and individuals involved
- Perceived motivation (e.g. prejudice-based, peer conflict, power imbalance)
- Actions taken, including immediate support, restorative steps, or sanctions
- Referrals made (e.g. to DSL, SENCO, family support, external agencies)
- Notes on follow-up support provided to both the child harmed and the child displaying the harmful behaviour

This record-keeping ensures accountability and enables reflective action to support emotional recovery and relational repair.

Collecting & Monitoring Data

We use the following data for monitoring:

- Behavioural incidents, including de-escalation, removal, and reflective repair
- Attendance, persistent absence, suspensions and permanent exclusions
- Incidents of searching, screening and confiscation
- Rewards and recognition data for pro-social behaviour
- Restorative and therapeutic interventions completed (e.g. Reflect-Repair-Restore)
- Feedback from anonymous surveys with pupils, staff, families and local authorities on perceptions of school culture, emotional safety, and relationships

Data will be analysed at least termly by the SLT and Designated Safeguarding Lead (DSL), and used to identify trends, strengths, and any areas requiring attention or reform.

Analysing Data

- Whole-school level and by year group
- By time of day, week, or academic term
- By curriculum area and staff involvement
- Repeated incidents involving the same individuals or dynamics
- By pupil profile, including: SEND or EHCP status, Social care involvement, Socioeconomic background (e.g. pupil premium), Protected characteristics under the Equality Act 2010
- Where disparities are identified, the SLT will take proportionate action to address inequality or disproportionate impact, ensuring compliance with the latest Equality Act 2010, Keeping Children Safe in Education and Independent School Standards (ISS, Part 1 and 3).

Oversight & Policy Review

This Policy and Statement of Principles will be reviewed annually by the **Headteacher** and **Proprietor**, or more frequently if data, significant events, or inspections warrant an earlier

review.

Review will include:

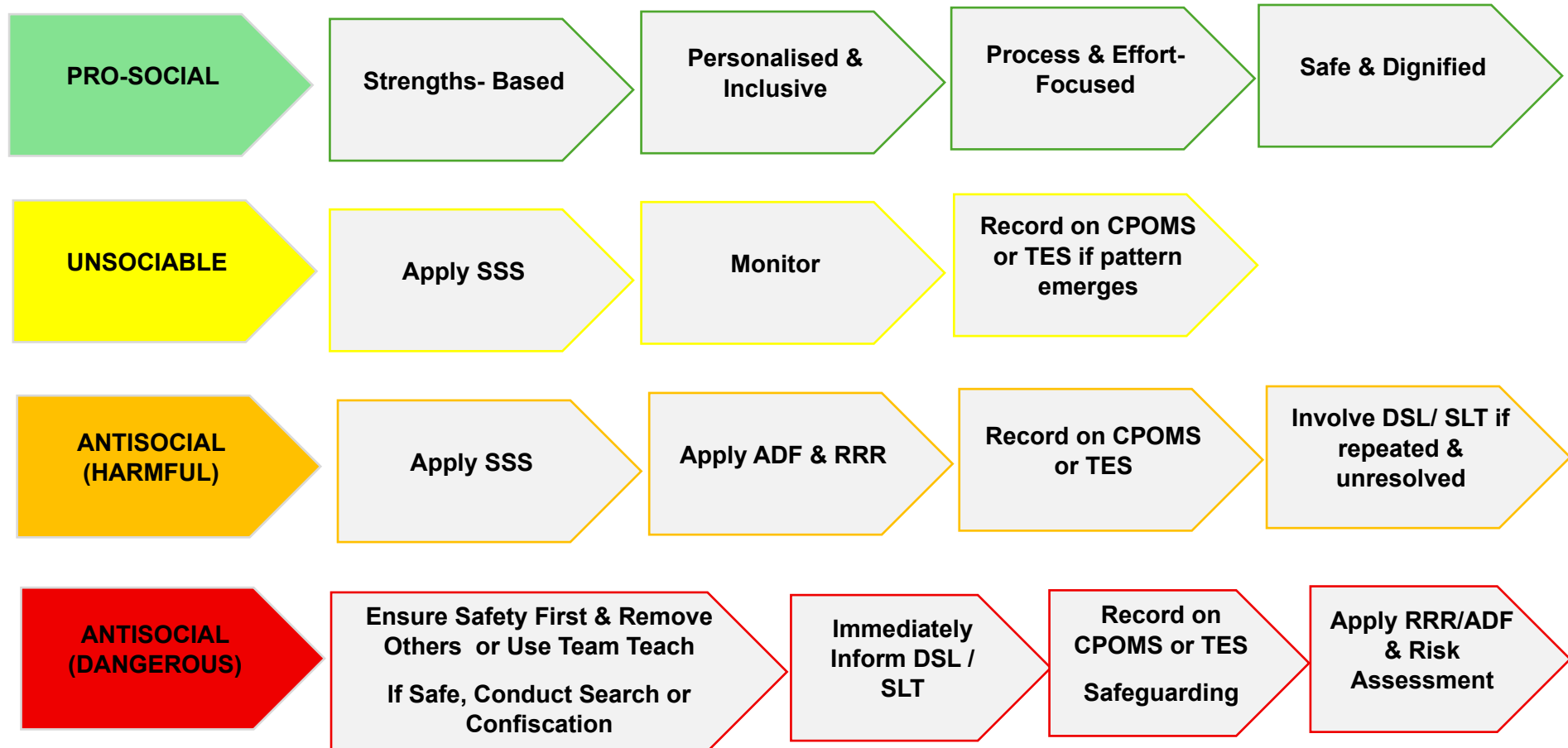
Evaluation of alignment with the **school's values, ethos, and therapeutic practice**

- Updates to ensure ongoing compliance with: DfE guidance (e.g. *Behaviour in Schools, Searching and Confiscation*), Ofsted expectations and ISS Part 1 (Quality of Education), Part 2 (Spiritual, Moral, Social and Cultural), and Part 3 (Welfare, Health and Safety), Safeguarding legislation (*KCSIE, Working Together to Safeguard Children*)

Revisions will be informed by:

- Behaviour monitoring data
- Stakeholder feedback and pupil voice
- Learning from reflective practice, pastoral review meetings, and external advice
- Once reviewed and updated, the policy will be:
- Approved by the Headteacher and Proprietor
- Shared with all staff, and key points included in training and CPD
- Accessible to families via the school website and upon request

Appendix A: Categories of Behaviour & Response Chart



IMPORTANT NOTE: Team Teach is used by trained staff only

Appendix B: Step-Wise Framework

Stage	Purpose	Staff Actions	Example Strategies
SSS – Support, Structure, Strengthen <i>(Proactive & Early Intervention)</i>	Prevent escalation, support regulation.	Notice early signs; offer regulation tools; adjust environment.	Change seating, offer movement break, use sensory tool, give a choice.
ADF – Address, De-escalate, Follow-up <i>(When behaviour begins to disrupt or cause harm)</i>	Keep everyone safe, reduce intensity.	Use calm, low-arousal voice; remove triggers; give clear choices; use space.	Relocate pupil to calm area; use distraction; reduce demands temporarily.
RRR – Reflect, Repair, Restore <i>(Post-incident)</i>	Rebuild trust, teach skills.	Explore what happened, identify needs, agree strategies for next time.	Restorative conversation, social story, role-play, making amends.
Last-Resort Protective Measures <i>(Only if safety is at risk)</i>	Prevent harm.	Follow Positive Handling Plan, use physical intervention only if absolutely necessary, alert SLT.	Remove dangerous object, guide pupil to safety, call emergency services if required.

A

Agreeing the most effective and appropriate (age/stage) reflective action

- This is a step that is often taken **collectively** following discussions with the pupil's trusted adult/s, based on their understanding of the pupil and their family.
- When agreeing a reflective action, colleagues must **consider the possible negative effects** it may have on the pupil.
- Sometimes, reflective actions have to be taken in the moment, and so we always ensure that
- Colleagues will only make this decision when they're **regulated**.
- Decisions are **never made punitively**.



D

Delivering the reflective action relationally.

- We **empathetically** share the **rationale** behind the reflective response with pupils.
- We ensure pupils are aware that we are **here for them with unconditional care**.
- We actively protect their **dignity** by communicating our actions away from their peers where possible.



F

Following up after a reflective action (if/when appropriate).

- When pupils are **ready** to 'look back', we **reflect** on the incident with them.
- We **reiterate** the rationale behind the reflective action and that we are here for them.
- **Together**, we discuss the **next steps**.

Appendix C: Do's & Don'ts For Therapeutic Framework

This appendix provides clear, detailed tables outlining recommended Do's and Don'ts for each stage of our therapeutic response framework (Stabilise, Support, Strengthen). These practical guides ensure consistency, promote emotional safety, and help all staff implement our trauma-informed, relational approach effectively and confidently.

STABILISE DO'S
<ul style="list-style-type: none"> ■ Use clear, simple and concrete language ■ Use visual supports (e.g schedules, now-next boards, emotion charts) consistently ■ Check understanding gently and give time for processing (e.g count silently, pause before repeating) ■ Validate all feelings (e.g it's okay to feel overwhelmed, let's work it out together) ■ Anticipate transitions and pre-warn pupils, using clear cues and time reminders ■ Allow for safe exit or 'Check-in time' to prevent escalation ■ Offer sensory tools or movement opportunities proactively (e.g stress balls, wobble cushions, movement breaks) ■ Observe body language and early signs of distress (e.g., fidgeting, gaze aversion, self-talk) ■ Provide individualised seating arrangements or adjustments to environment (e.g., quiet corners, ear defenders) ■ Use private, non-confrontational approaches when addressing issues ■ Be aware of and respect personal space, using gentle, supportive proximity ■ Promote pupil voice and choice regularly (e.g., choosing activity order, selecting break options) ■ Stay predictable and consistent- follow through on promises and boundaries ■ Encourage use of agreed self-regulation strategies (e.g., planned scripts, quiet cards, break passes) ■ Praise specific effort and progress rather than general compliance ("I noticed how you took deep breaths.") ■ Model self-regulation openly (e.g., "I'm feeling a bit stressed; I'm going to take three deep breaths.") ■ Be mindful of sensory sensitivities (e.g., noise, light, smell) and adjust environment as needed ■ Provide clear expectations and scaffolded steps for tasks or instructions
STABILISE DON'TS
<ul style="list-style-type: none"> ■ Use abstract language, idioms, sarcasm, or figurative speech that may confuse ■ Remove visuals suddenly or rely solely on spoken instructions. ■ Demand immediate responses or repeatedly question when pupils are processing ■ Dismiss or minimise feelings (e.g., "Stop overreacting," "You're fine.") ■ Announce changes last minute or rush transitions ■ Block exits physically or insist on staying in the room at all costs ■ Remove or deny access to known self-regulation tools ■ Ignore early warning signs or interpret them as defiance ■ Force pupils to stay in overstimulating or triggering spaces

- Call out or reprimand in front of peers, causing embarrassment
- Invade personal space suddenly or touch without clear consent
- Remove choices as a form of control or punishment
- Change expectations unpredictably or use empty threats
- Punish pupils for using self-regulation plans (e.g., "Why are you leaving again?")
- Use only generic praise ("Good job") or praise purely for compliance
- Expect pupils to regulate independently without adult modelling
- Overload sensory systems intentionally (e.g., sudden loud noises to "get attention")
- Overwhelm pupils with long lists or complex multi-step instructions

SUPPORT DO's

- Notice and respond to early signs of distress promptly (e.g., changes in breathing, facial expression, posture)
- Use a calm, low, steady tone of voice; speak slowly and clearly
- Reduce demands temporarily (e.g., "Let's take this one step at a time.")
- Validate feelings even if you can't validate the behaviour ("I can see this is really hard right now.")
- Offer supportive proximity but respect personal space ("I'm here if you need me.")
- Offer options or safe alternatives (e.g., "Would you like to move to a quiet space or use your break card?")
- Use minimal language and avoid rapid questioning ("We'll talk more when you're ready.")
- Maintain a calm, open posture; avoid looming or crossing arms
- Allow time for processing; give silent pauses and avoid rushing
- Provide co-regulation strategies ("Let's try breathing together," "Would your weighted item help?")
- Protect dignity by redirecting away from audiences (e.g., move to a quieter space)
- Anticipate and remove potential triggers where possible (e.g., loud noises, crowded corridors)
- Stay flexible and adapt expectations temporarily if needed
- Remind pupils of self-selected strategies from their support plans ("Remember your headphones or your safe space option.")
- Offer non-verbal reassurance (e.g., thumbs-up, gentle gestures, calm presence)

SUPPORT DON'TS

- Ignore subtle signals until behaviour escalates
- Speak rapidly, loudly, or change tone suddenly
- Increase demands or insist on compliance immediately
- Dismiss feelings ("You're overreacting," "Just calm down.")
- Crowd the pupil or attempt to force eye contact or touch
- Take away options and demand immediate action
- Overload with questions ("Why are you doing this?" "What's wrong with you?")
- Stand over the pupil, point, or adopt threatening stances
- Fill all silences; pressure for immediate verbal responses
- Demand self-regulation independently ("Sort it out yourself.")
- Address escalating behaviour publicly or shame in front of peers
- Continue activities or environments that might escalate distress
- Enforce strict routines or academic tasks regardless of emotional state
- Ignore or deny access to agreed strategies

- Use threatening gestures or expressions (e.g., wagging finger, scowling)

STRENGTHEN DO's

- Prioritise immediate safety calmly and confidently ("I'm here to keep you safe.")
- Use protective holds only as an **absolute last resort** and only if trained (e.g., **Team Teach**), following risk assessments
- Remove or reduce environmental triggers immediately (e.g., lower lights, reduce noise, move peers away)
- Speak minimally and clearly, offering reassurance ("You're safe. I'll stay with you.")
- Allow the pupil time and space to recover before discussing the incident ("We'll talk when you feel ready.")
- Provide medical and emotional aftercare following incidents (check for injuries, offer water, rest)
- Record incidents transparently and accurately (e.g., **TES MyConcern & Class Charts**) as soon as safely possible
- Inform parents/carers the same day, with compassion and without blame language
- Use restorative conversations when the pupil is calm, focusing on impact, feelings, and future strategies
- Review and update individual support plans and risk assessments promptly after incidents
- Facilitate staff debriefs to process emotions, learn, and avoid blame culture
- Reaffirm relationships, reminding pupils they are valued and welcome ("You're not in trouble. We're here to help you learn.")
- Celebrate small steps in rebuilding trust and self-regulation, however small
- Maintain confidentiality and dignity throughout (e.g., discrete entry/exit, no sharing details with peers)
- **Use co-regulation scripts prepared in advance** ("I know this is hard. Let's breathe together. You're not alone.")
- **Offer concrete follow-up support options post-incident** (e.g., mentor check-ins, gradual return plans)
- **Check sensory needs before and after incidents** ("Do you need your headphones now?" "Is the light okay?")
- Provide gradual re-entry or phased returns after incidents when needed.
- **Include pupil voice in repair planning** ("What would help you next time?" "How can we support you better?")

STRENGTHEN DON'TS

- React with panic, fear, or anger
- Use physical restraint as punishment or in anger
- Continue loud, busy, or overstimulating activities during crisis
- Verbally reprimand or lecture during moments of high distress
- Demand immediate apologies or explanations while the pupil is dysregulated
- Ignore the pupil post-incident or isolate without support
- Delay recording or minimize the seriousness of events
- Avoid informing parents or frame the pupil negatively ("They were awful today.")
- Use shaming language or force apologies ("Say sorry now!")
- Reuse the same support approach repeatedly without adaptation
- Criticise or shame staff involved publicly or dismiss their emotional impact
- Threaten exclusion or withdrawal of trust ("You've let everyone down.")
- Focus only on what went wrong or dwell on consequences

- Discuss incidents in front of other pupils or staff in non-confidential ways
- Don't force immediate verbal apologies or expect instant insight
- Don't remove access to trusted adults or safe spaces as punishment
- Don't withdraw sensory tools or break passes as discipline
- Don't force immediate re-joining of full class or high-demand settings
- Don't assume apologies must be verbal or immediate- allow alternative ways to express repair

Appendix D: Recognising Pro-Social Behaviours

VERBAL & NON-VERBAL FEEDBACK

Use descriptive, specific praise rather than generic comments:

- "I saw you use your headphones when it got loud - that was a great choice to keep yourself calm."
- "You looked a bit stuck, but you asked for help so clearly. That showed great self-advocacy."
- "You gave your friend space when they looked upset - that was very thoughtful."

Use non-verbal signals for those who prefer minimal attention:

- Thumbs-up from across the room.
- Quiet nod or smile when making eye contact.
- Holding up a pre-agreed visual card (e.g., "Great strategy!" card or small "Well done" symbol).

Offer private or after-the-lesson acknowledgements:

- Quietly mention it during exit ("I noticed how you stayed with the group even when you felt unsure- well done.")
- Small handwritten notes slipped into a pupil's tray or desk.

VISUAL OR TANGIBLE RECOGNITION

Personalised certificates or postcards home with specific messages:

- "For using your break card effectively and returning to class ready to learn."
- "For helping a peer tidy up without being asked- your kindness made a difference today."

Celebration walls or "Growth Gardens":

- Pupils add leaves, petals, or stars when they achieve personal milestones (not competitive or compared to others).
- Examples of what could be celebrated: "I tried something new," "I used my safe space before I felt overwhelmed," "I helped a new student feel welcome."

Small tokens of recognition chosen by the pupil:

- "Kindness beads" or "strategy stones" they collect discreetly and can trade in for a calming activity or sensory break (if they wish).

OPPORTUNITIES FOR AUTONOMY

Letting the pupil choose:

- The order of tasks (e.g., "Would you like to do maths first or your project work?")
- Seating arrangements within a safe space.
- Which staff member supports them during a specific activity or transition.
- Preferred sensory or regulation tool to use during independent work.

Offering additional break or regulation time:

- "You can choose to have an extra movement break today because of your effort in the group discussion."

Selecting a preferred end-of-week activity:

- "You've shown great resilience all week - would you like to choose a calming activity on Friday afternoon?"

HOME-SCHOOL LINKS

Positive phone calls home that are strengths-focused:

- "We just wanted to let you know how patient and supportive [Name] was during group work today - they showed great leadership."

Weekly "celebration emails" or postcards highlighting growth areas:

- Instead of simply "good behaviour," focus on emotional or social skills: "This week, [Name] managed transitions with minimal support for the first time."

Sharing photos of successes (with consent) to show pupils' progress to families, fostering pride and connection.

ADDITIONAL RELATIONAL EXAMPLES

- **Incorporate pupil voice:** "What kind of praise feels good for you?" or "How would you like us to celebrate your successes?"
- Invite pupils to lead parts of activities or lessons as recognition of their strengths and progress (e.g., helping demonstrate a strategy they've mastered).
- **Special "role days":** Assigning supportive, responsibility-based roles (e.g., classroom assistant, equipment checker) to build confidence and ownership.
- **Co-creating goals and checking in on them:** Using visuals or goal ladders that pupils can update themselves ("I stayed in the group for 10 minutes today!").
- **"Appreciation circles" or restorative circles:** Small groups sharing one thing they appreciated about each other that week, fostering peer recognition (opt-in only for pupils who feel safe).

- **Using art or creative expression as a form of recognition:** Invite pupils to create a poster or symbol representing their achievements that they can choose to share or keep private.

