

Behaviour Policy

Reviewed by:	Richard Fihosy and Claire Ames
Policy Commencement Date:	02.09.2022
Ratified by:	Provision Manager and DSL
Review:	Annual
Next Review:	Autumn Term 2026
Review Date 08.03.24 Richard Fihosy	Page and Sections Page 1 - Former Director's name was deleted. Page 10 - All incident reports and witness statements are to be emailed to richardas2educate@gmail.com
August 25	Full Policy Review

Vision and Rationale

AS2Educate is committed to creating a nurturing, safe, and inclusive environment that supports the social, emotional, and academic development of every student. We recognise that many of our students may have experienced trauma, adversity, or disrupted relationships, and we are dedicated to meeting their needs through a trauma-informed approach that prioritises safety, connection, trust, and consistency.

We understand that all behaviour is a form of communication. Our responses are relational, reflective, and rooted in empathy, not control. Our goal is not to manage behaviour through punishment, but to understand, co-regulate, and support students in developing emotional literacy and prosocial skills.

Core Principles

This policy is founded upon four core principles:

- Protect: Ensuring physical, emotional, and psychological safety.
- Relate: Building trusting, consistent, and positive relationships.
- Regulate: Supporting students and staff to manage and co-regulate emotions.
- Reflect: Encouraging insight, learning, and personal growth.

These principles are embedded across our Provision, underpinning all practice, procedures, and relationships.

Aims

AS2Educate aims to:

- Create a calm, safe, and relational learning environment.
- Understand behaviour in context, responding with empathy and curiosity.
- Support students in developing self-regulation and emotional resilience.
- Reduce the use of exclusionary practices and their re-traumatising effects.
- Collaborate with families and professionals to meet individual needs.

Understanding Behaviour

We view behaviour as communication. It may reflect unmet needs, previous trauma, or difficulties in emotional regulation. Our staff use behaviour as a diagnostic tool to explore what the student may be experiencing or trying to express. Staff model the behaviour they want to see by interacting calmly, consistently, and respectfully.

Students are never defined by their behaviour. We separate the student from the behaviour, using non-judgmental, restorative, and therapeutic responses.

Our goal is not to control students, but to understand, connect, and guide them towards positive choices.

Language and Culture

AS2Educate uses trauma-informed language, avoiding terms like “naughty,” “disruptive,” or “manipulative.” Instead, we use language such as:

- "emotionally dysregulated"
- "communication of distress"
- "requiring support with regulation"

We encourage a culture of Unconditional Positive Regard, where all students are valued and supported regardless of behaviour.

Relationships and Relational Practice

Positive, trusting relationships are at the heart of our Provision. All staff are expected to:

- Connect with students through curiosity, empathy, and consistency (PACE model).
- Use de-escalation techniques with a calm, attuned presence.
- Provide opportunities for co-regulation and emotional repair.

Students have access to an emotionally available adult throughout the day, and consistent staff allocation supports relational security.

Expectations and Community Conduct

Expectations are co-regulated with students to promote shared responsibility:

- Be Ready, Respectful, and Safe.
- Show kindness, inclusion, and respect in all communication.

- Follow staff guidance and safety procedures.
- Wear appropriate clothing for both learning and physical activity.
- Hand in mobile phones, AirPods, and personal devices on arrival.
- Do not bring prohibited items (e.g. vapes, knives, drugs).
- AS2Educate is a smoke- and vape-free environment.

Respect and include all individuals regardless of race, religion, gender, or background

Behaviour Support Structures

Universal Strategies:

- Clear, simple expectations framed as Ready, Respectful, Safe.
- Safe spaces for regulation.
- Consistent routines and transitions.
- Emotion coaching and relational dialogue.
- Visual cues and scripts to support regulation.
- Staff modelling of regulation and respectful interaction.
- Daily check-ins and consistent relationship-based staffing
- Dynamic risk assessments.

Targeted Strategies (for students with additional needs):

- Adapted sensory or learning environments, which will include use of sensory room. Our sensory room will be based upon using the five senses.
- Personalised communication systems.
- Additional adult support.

Specialist/Intensive Support:

- Multi-agency involvement.
- Mentoring or therapeutic input.
- Safety or crisis plans where required.

Rewards and Reflections Steps

Rewards

Rewards are based on relational encouragement, intrinsic motivation, and connection. These include:

- Verbal praise and positive feedback
- Daily/weekly parent contact for positive behaviour
- Golden Tickets for attendance, kindness, and going above and beyond, entered into a termly group awards raffle
- Certificates, shout-outs
- Instant recognition

Reflection Steps

Reflections at AS2Educate are restorative, proportionate, and non-punitive. They aim to help students reflect, restore, and re-engage. These include:

- Restorative conversations that reflect on what happened when they are regulated
- Phone calls or home visits where needed
- A Day of Reflection (with work and reflection activities) for students needing time to reset and consider their behaviour
- Reintegration meetings following any time away from the Provision
- Use reflection to learn alternative strategies to meet student's individual needs
- Fixed-term exclusions only as a last resort for serious or repeated incidents
- Permanent exclusions only when all other avenues have been exhausted and safety is compromised

All incidents are followed up with empathy and emotional support. The question asked is not "What's wrong with you?" but "What happened to you, and how can we help?"

Exclusion is only considered as a last resort and always in the context of a trauma-informed plan.

Our approach is staged, relational, and trauma-informed:

- Stage 1: Connection and gentle reminders
- Stage 2: Collaborative problem-solving and call home

- Stage 3: A Day of Reflection with supportive tasks and check-ins
- Stage 4: Supportive meetings with family/professionals to co-create next steps

Responses may include:

- Restorative conversations
- Quiet regulation time
- Home visits or calls to understand needs
- Temporary Time Away (fixed-term exclusion) only when safety is compromised

Staff Development and Support

All staff will receive regular training in:

- Trauma-informed practice
- PACE and relational models
- De-escalation and co-regulation strategies
- Emotion Coaching
- Restorative Practice

Staff will be supported through supervision, reflective practice sessions, and a culture of peer support.

Partnership with Parents and Carers

We believe in collaboration with families and carers.

- AS2Educate recognises that consistency between home and Provision is essential.
- We ensure regular contact with parents, prioritise early engagement, and work together to co-regulate and support students.
- Parents are included in behaviour planning, rewards, and any interventions.
- Respectful collaboration is expected from all parties.

Monitoring and Evaluation

This policy is reviewed annually and evaluated through:

- Student feedback and voice
- Staff reflection and feedback
- Behaviour data and qualitative analysis
- Parent/carer input
- Impact assessments on student progress and wellbeing

Prohibited Items and Safety Measures

In line with our safeguarding duties and trauma-informed approach:

- Prohibited items (e.g. vapes, knives, drugs) will be confiscated and may involve police intervention
- Repeated failure to follow safety expectations (e.g. phone refusal, verbal aggression) will trigger staged interventions.
- Positive handling may be used as a last resort to ensure safety, in line with government guidelines and AS2Educate's Positive Handling Policy.

Mobile Phone Procedure

To support a distraction-free, emotionally safe environment, personal devices must be handed in on arrival. If a student refuses:

1. Staff use relational dialogue and inform home.
2. If repeated, students are encouraged to leave phones at home.
3. Ongoing refusal may lead to a Day of Reflection.
4. Continued patterns result in a family/professional review meeting.