



Behaviour Policy

Reviewed by:	Kerry Taylor, Principal
Date:	1 April 2026
Last reviewed on:	1 September 2025
Next review due by:	31 August 2026
Version control:	5
Approved by:	Tracey Storey, CEO

Policy Statement

At Highgate Hill House School (HHHS) we know that developing and sustaining positive relationships is central to the success of our school. We believe that trusting, honest and caring relationships must exist between all members of the school community and most importantly between adults and learners. Relationships must be authentic. Everyone at HHHS understands that they have a responsibility to support the growth of positive relationships, that constant effort is required to maintain them and that there will be times when relationships rupture but that we all have a duty to help repair these.

Scope and Purpose of the Policy

HHHS's relationships and positive behaviour policy is combined in one because we all know that behaviour is understood as communication and that negative behaviour is as a result of an unmet need.

Our intention is that all staff will be capable of building relationships with learners, and each other that helps everyone work together in a positive and productive way to support the emotional needs of our learners and nurture positive behaviour. The promotion of positive behaviour is the cornerstone of the work of the HHHS team. It is the responsibility of all staff to work together as a team and to promote an atmosphere of respect and consideration. We believe that every learner has the right to learn in a nurturing and supportive environment.

Our approach is informed and underpinned by:

- *Behaviour in Schools: Advice for Headteachers and School Staff – GOV.UK (February 2024)*

This policy applies to all members of HHHS, including staff, learners and visitors, both on and offsite - covering activities, trips, lunchtimes, and travel. The same standards of behaviour are expected online as in person.

This policy is also designed to provide guidance on physical contact (including safe to touch) with learners to enable all staff to provide consistent support to learners who exhibit challenging behaviour. By following this advice, the aim is to minimise risk to the health and safety of all who use the school.

In line with EIF expectations, the school maintains high expectations for all learners, including those with SEND. We make reasonable adjustments to ensure every learner can meet these expectations. Differentiated consequences may be applied where behaviours are directly linked to a learner's needs; such adjustments are part of normal school practice and are recorded in each learner's Learner Profile.

Legislation and Statutory Requirements

This policy takes account of:

- Behaviour and Discipline in Schools
- Searching, Screening and Confiscation at School
- Equality Act 2010
- Supporting Learners with Medical Conditions at School
- SEND Code of Practice
- Schedule 1 of the Education (Independent School Standards) Regulations 2014
- Restrictive Interventions, including the use of reasonable force, in schools (DfE, effective from 1 April 2026)

It ensures compliance with ISS Part 3 (Welfare, health, and safety) and Part 8 (Leadership and management).

Aims

- To approach relationships based on the teachings of Trauma Informed Schools UK (TISUK), underpinned by educational practices which 'Protect, Relate, Regulate and Reflect.'
- To create a safe and secure environment for learners and staff.
- To promote self-esteem.
- To promote and reinforce positive behaviour.
- To promote effective teaching, learning and achievement.
- To ensure that every member of the school community feels valued and respected.
- To ensure that learners achieve the best they can and become valued members of their communities.
- To ensure high standards of safeguarding and child protection.

We will achieve these aims by:

- Establishing a set of expectations which staff and learners know and understand.
- Establishing relationships that meet learners' emotional needs.
- Using reward and consequence systems consistently.
- Sharing the relationships and positive behaviour policy with all staff, parents, and learners.
- Having a system in place for ensuring that learners never miss out on consequences or rewards.
- Ensure that Senior Leaders are visible and accessible around the school.
- Checking the building is clean and well-maintained to create a positive learning environment.
- Ensuring all learners have emotional support plans.
- Involving learners in creating class and school routines by giving them a voice so that they are a key part in their own development.
- Giving feedback to parents about their child's actions - letting them know about the good days and being transparent about all negative behaviours, to build positive relationships with all key stakeholders in learners' lives.
- Establishing a system of reparation, restoration, and consequences for inappropriate behaviour.
- Raising emotional literacy levels and communication to impact positively on self-regulation and empathy.
- Celebrating positive relationships and behaviour to enhance self-esteem and inspire growth.

Trauma Informed School Relationships Protect

Our priority is to ensure that learners are safe. In this context that means not only physical safety but also within the relational environment. We aim to reduce the stress for the child by creating a warm and calm environment that is consistent, accepting and optimises social engagement. We endeavour to not place learners in situations that they cannot manage and focus on creating both physical and psychological safety.

We will also:

- Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the car park and classroom and open communication with parents.
- Ensure that there are emotionally available adults/safe faces in school and that children know who they are and where to find them.
- A whole school commitment to a no; shouting, put downs, criticism, or shaming (proven to be damaging neurologically and psychologically).
- Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).
- Ensure that adults are aware of facial mobilisation and are expected to present as open, warm, and engaged.

- Ensure that all learners will know 3 emotionally available adults or 'safe faces' and these are listed on their individual emotional support plans.
- Ensure that adults are consistent and adjust their expectations around vulnerable learners to meet their needs. They ensure that their interactions are socially engaging and not socially defensive.
- Staff 'interactively repair' occasions when they themselves move into defensiveness.
- Pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew.' (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well.
- Provision of a clear, confidential, and non-shaming system of self-referral for children's help/talk time. The nurturing of staff in such a way that they feel truly valued and emotionally regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

Relate

At HHHS, our understanding of Relate is underpinned by the knowledge that the ability to form meaningful relationships is fundamental to mental health and happiness. We understand that relationships are crucial in promoting the optimal development of the frontal lobes of the brain associated with the executive functions key to emotional regulation, emotional intelligence, planning, problem solving and ultimately learning. There will be learners in our schools who, for many reasons, have not benefited from these positive relational experiences. Research indicates that the brain retains plasticity and repeated, positive, relational experiences can repair and reverse this cycle. Specifically:

- All adults understand the importance of secure attachment.
- All adults interact with each other, with learners and with parents from a position of social engagement not social defence.
- Adults strive to ensure that learners have daily positive relational experiences to help them to become trusting, help-seeking individuals, PACE (Playful, Accepting, Curious and Empathic) is embedded in all interactions.
- Adults ensure that learners have daily positive relational experiences to help them to become trusting, help-seeking individuals.
- Learners and adults are helped to express their emotions and are not shamed or undermined when acknowledging their anxieties.
- Vulnerable children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking.'

Regulate

We know that leaving learners (and adults) in a state of toxic stress can result in physical ill health as well as making it impossible to engage productively in the activities taking place around them. We have a duty to support learners and adults in school to ensure that they are not left in toxic stress. We know that one of the most powerful ways to do this is to talk to learners and help them to talk about what is bothering them. At HHHS, we are committed to doing this through the relationships we have with learners and each other. Specifically:

- Providing learners, time with an adult who they trust to help them calm down, ready to reflect.
- Teaching learners strategies to support them in self-regulation.

- Ensuring that interactions are emotionally regulating, playful and enriched.
- Ensuring that we do not engage in socially defensive behaviour with learners, especially when correcting behaviour.
- Adults are aware of each other's needs and support each other through trusting and relational experiences.
- Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed, and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.
- The emotional well-being and regulating of staff is treated as a priority to prevent burnout, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed, or shamed.

Reflect

At HHHS, we believe that learners and adults need to be able to reflect on their feelings to fully understand them and their behaviour. Without the opportunity to do this we are far more likely to act out our feelings. Reflection enables us to make sense of our life, develop language for emotions and have a coherent narrative that makes sense of what we are feeling and what has happened to us. We use Zones of Regulation in school and comic book stories/Widget visuals, to support learners and adults to identify their emotional state and develop a language to communicate feelings. There are times following troubling incidents that learners and adults need to be helped to reflect to make sense of them and if necessary, to repair ruptures in relationships that may have resulted. Such reflection may require time and space away from the troubling incident and can only take place when child is calm and regulated, with a trusted and emotionally available adult who is able to offer non-judgemental support. When boundaries are broken, they need to be repaired and restored. Any consequences for inappropriate behaviour are always accompanied with reflections. Specifically:

- Staff practise good listening with a particular focus on empathy and acceptance of the feeling and not the behaviour.
- Learners will have opportunities to work with trusted adults to make sense of painful experiences through creative therapeutic approaches.
- Behaviour is understood to be a form of communication and adults respond to inappropriate behaviour by asking not what did you do but what has happened to you?
- Restorative conversations may take a variety of forms depending on individual needs and abilities.
- PSHE and RSE is informed by current research and taught through the Jigsaw scheme and Brooks materials for RSE and teaches learners about mental health, emotions, relationships and how to live life well.

Wherever possible the school will adopt a restorative approach when challenging or applying consequences because of negative actions.

Restorative practice is a set of principles and practice that encourages learners to take responsibility for their actions by thinking through the causes and the impact their responses might have on the people around them. Restorative practice involves helping the child think through their actions, its consequences and what they can do to make it better. Restorative practices centre around a set of key questions that help learners think about their actions and understand how they can correct it: The school can work through key questions to aid the restorative approach.

- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

We often use Comic Book Stories and Widget visuals to help learners make sense of their views on situations and reflect on their feeling and those of others. We explore these questions and identify key areas for support and positive change. This will support our learners with developing their understanding of the impact their actions can have on themselves and others.

Roles and Responsibilities

Every adult that works within HHHS, is required to conduct themselves in keeping with this policy. It is the responsibility of all adults in the school to model the behaviours described and ensure that they are supporting the promotion of positive behaviour.

Expectations of Learners

- To follow our school values.

Be Safe

Including:

- following staff requests and instructions.
- sorting out disagreements without resorting to verbal or physical aggression.

Be Respectful

Including:

- accepting differences, especially regarding age, gender, sexual orientation, race, ability, disability, and background, both face to face and remotely via social media and mobile phone.
- accepting responsibility for their actions and choices.
- respecting property.

Be Ready

Including:

- working to the best of their ability.
- allowing others to learn and make progress.

Child on child sexual abuse and sexual harassment is never acceptable and will not be tolerated.

Encouraging and Managing Good Behaviour

Learners need a framework of acceptable standards and secure boundaries within which they find safety and security. This framework is provided by adhering to our school Values, which are applied with sensitivity and understanding. Learners will have their voices heard and their opinions respected. Learners and their parents will be informed about the school policies, including the complaints and whistleblowing policies and staff will take responsibility to ensure that they understand and are given opportunities to apply them if appropriate.

Throughout the school year, particular attention is paid to the environment and climate in which the learners learn. School staff are reminded to look at the 'setting conditions' that can have an external effect on behaviour and ensure that the following are in place:

- Positive organisational culture which encourages and supports all the above.
- A calming, low-stim, physical environment.
- Activities that engage, interest, and stimulate learners.
- Treating each child as an individual.

- Positive adult child relationships to ensure that the needs of learners are met, and positive attachments are made.

When Values are not Upheld

We use consequences to help to reflect upon behaviour and learn strategies to avoid such difficulties in the future. Suspensions are used only where necessary to preserve safety and allow for planning, support, and repair. They are never used as a punishment in isolation and are always followed by structured reintegration.

If it becomes apparent that the school is unable to meet the needs of a learner, we will give notice to the placing Local Authority to seek a more appropriate school placement.

The table in Appendix 1 acts as a guideline for staff when dealing with incidents. It is not prescriptive, as each incident needs to be considered in context. It is a tier approach so that consequences match the seriousness of the incident. The table has been created with the input from staff and learners.

Restorative Reintegration Meetings

If a learner receives a fixed term suspension, a restorative reintegration meeting will be held with a member of staff, the learner, and their parents.

The meeting aims to explore the incident and answer the restorative questions as appropriate to the learners' communication skills and adjustments are made to the Learner's Profile as needed.

It is the responsibility of all staff to report any concerns they have regarding inappropriate or concerning use of behaviour management using the school whistleblowing or complaints policy.

Bullying

HHS understand that bullying can make a significant impact in the development of a learner and can also impact further on them in later life. Bullying goes against our own core values of promoting positive relationships and supporting others and we will always look to challenge bullying in whatever form it might take. We take a relational and safety-first approach to bullying. Harm is addressed firmly, consistently, and restoratively, with clear boundaries and accountability. Bullying incidents are recorded, monitored, and reviewed through safeguarding systems to identify patterns, vulnerability and required protective action.

Learner Profiles

Building relationships is a key part of the development of learning and support for learners within the school. By having positive relationships with staff, we can help learners work through any issues that may arise by offering a supportive approach to their individual need.

Safe faces are learner nominated, key members of staff (their Emotionally Available Adults), whom learners feel they have the best relationship with and can support them if they are feeling unhappy, anxious, if they are emotionally challenged or in crisis. Each learner will nominate up to 3 safe faces within the school and can have access to these staff where practicable. We recognise that sometimes this may not be available all the time. We will also record 3 'safe places', a place in the school grounds where the learner feels most safe and where they are more likely to be able to regulate their emotions. Safe activities are also chosen by the learners as activities they may participate in that will support them in regulating their emotions where appropriate.

Learner Profiles replace a conventional behaviour management plan used in most schools. This document explores and records the specific actions carried out by learners when in an emotionally unregulated state resulting in negative actions.

The aim of this document is to communicate the root cause analysis of why any learner has carried out a negative action due to a change in their environment, resulting in them becoming emotionally heightened. If staff support learners to understand why they have performed in a

negative way and give them the supportive strategies that both they can carry out and we can support with, we have a greater chance of creating a more emotionally regulated young person.

This document is drawn up in partnership with the learner, and key staff to work cohesively to support/meet all learners emotional and educational needs. Also, to give them the understanding and strategies they have access to daily across all environments within the school. This is a 'live' document that shall be developed, reviewed, and adapted throughout the learners' time at HHS.

Learner Profiles give an overview of the learners needs and provides staff with a format to offer help, support, and choices to a learner when they are in need.

Searching of Learners and Confiscation of Inappropriate Items

The Principal and the staff they authorise have a statutory power to search a learner or their possessions where they have reasonable grounds to suspect that the learner may have a prohibited item, including: Knives and weapons, Alcohol, Illegal drugs, Stolen items, any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the learner), Tobacco, cigarette papers, smoking equipment including vaping, Fireworks, pornographic images, electronic devices (including mobile phones).

Only the Principal has the authority to search learners and may delegate it if necessary. An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- Poses a risk to staff or learners.
- Is prohibited, or identified in the paragraph above i.e., the school rules for which a search can be made or is evidence in relation to an offence.

Staff must be the same sex as the learner being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the learner being searched. Staff can only carry out a search of a learner of the opposite sex to and/or without a witness present, where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

School staff can confiscate, retain, or dispose of a learner's property as consequence, in the same circumstances as other breaches of the school values. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case

Mobile Phones

Mobile phones are prohibited on Highgate Hill House site. There may be times when learners are found with mobile phones in their possession and if this occurs, they will be required to hand this into school staff where it will be stored safely until the end of school day. If a learner refuses to hand in their phone, then efforts must be made to work on compliance and in worst cases parents will be called to pick up the mobile phone from school. If a learner fails to comply, we do not allow the learner into the classroom for safeguarding reasons.

This applies to all smart technology and other devices.

Use of Restrictive Interventions

At Highgate Hill House School (HHHS), we are committed to creating a safe, dignified, and supportive environment where learners are supported to regulate their emotions and behaviour through proactive, relational, and trauma-informed approaches.

Restrictive interventions (including reasonable force, restraint, and seclusion) are only ever used as a last resort, when all appropriate prevention and de-escalation strategies have been exhausted, and only to reduce an immediate risk of serious harm to the learner or others.

The use of restrictive interventions is not a behaviour management strategy, **is** never used as a punishment, and is not a response to non-compliance or deliberate misbehaviour.

Principles Governing Restrictive Interventions

Any use of restrictive intervention must be:

- **Necessary** – to prevent immediate risk of significant harm
- **Proportionate** – using the least restrictive option
- **Time-limited** – for the shortest duration required
- **Dignity-preserving** – mindful of the learner's emotional, sensory, and developmental needs

Staff must always consider whether their actions are likely to reduce risk or escalate distress.

Prevention, De-escalation and SEND Considerations

HHHS prioritises early regulation, co-regulation, and relational support to reduce the need for restrictive interventions. This includes:

- Consistent use of strategies identified in each learner's Learner Profile
- Trauma-informed practice informed by *Protect, Relate, Regulate and Reflect*
- Reasonable adjustments for learners with SEND
- Calm, regulated adult responses and clear communication
- Removal from situations in a non-shaming and supportive way where required

Where a learner has SEND or additional vulnerabilities, any intervention must take into account their individual needs, known triggers, communication style, sensory profile and agreed risk assessments.

Training and Authorisation

Only staff who have received appropriate training in prevention, de-escalation and the safe and lawful use of restrictive interventions may apply physical interventions.

All staff are expected to follow the school's Restrictive Interventions Policy at all times.

Recording, Reporting and Review

All incidents involving restrictive interventions, including restraint, seclusion, or significant use of force, are:

- Recorded on CPOMS on the same day
- Reported to senior leaders
- Communicated to parents/carers in line with statutory requirements
- Reviewed to identify patterns, triggers, and preventative strategies

Post-incident support, reflection, and relational repair are provided for learners and staff as a priority.

Links with Other Documentation

- Code of Conduct and Behaviour Policy
- Anti-Bullying Policy
- Disciplinary Policy
- Suspension and Permanent Exclusion Policy
- Equity, Diversity, and Inclusion Policy
- Safeguarding and Child Protection Policy

Positive Contact with Learners

There may be times when it is appropriate to have positive physical contact:

- Comfort.
- Curricular reasons (e.g., physical education).
- Gentle guidance.
- To give first aid (see final section in document).
- When a learner is being congratulated or praised.

Where appropriate, staff are mindful of individual preferences, sensory sensitivities and prior experiences when considering physical contact, and adapt their approach accordingly.

If a member of staff is not sure of the above or is uncertain then no contact should take place unless there is an urgent need to avert immediate danger to the learner or another person or where staff may be deemed negligent if they fail to intervene.

Parent Involvement

Parents can play a significant role to ensure that the School Values and policy are upheld cohesively. Parents are encouraged to support the school and work in partnership to get the very best outcomes for their child. Parents will be invited into the school termly to discuss learner progress with staff. Parents are provided with regular updates and termly reports as a summary of learners' behaviour and engagement within the school.

Reporting and Recording

When school values are not upheld, these are recorded on CPOMS. All behaviours and the response are recorded on the system including bullying, racist or homophobic incidents. Physical interventions are also recorded on the system. If an injury has occurred these are also recorded and attached to the incident. Staff record behaviours on the day they occur. Any serious incidents are discussed and debriefed with SLT on the day of the incident. If the incident involved physical intervention, this must be reported to the Principal on the same day and as soon as safely possible. When school values are not upheld, these are reported termly to relevant stakeholders and Melrose Education Senior Management Team are notified on the day about any Level 3 incidents.

Positive Engagement with Our School Values

At our school, positive behaviour is understood as the development of important life skills: feeling safe, building healthy relationships, and engaging successfully in learning. We explicitly teach these skills, model them consistently and recognise learners when they demonstrate effort, progress, and responsibility. Our approach is rooted in high expectations, strong relationships, and a belief that every child can grow.

Our three core values guide positive engagement across the school community.

Be Safe

Children feel and learn best when they feel safe. "Be Safe" includes the development of behaviours that protect both physical and emotional wellbeing.

Learners demonstrate this by:

- Responding to adult guidance and following agreed routines

- Using strategies identified in their Learner Profile to support regulation
- Seeking help when feeling overwhelmed or unsure
- Making safe choices in classrooms, corridors, and shared spaces
- Taking responsibility and repairing situations when mistakes occur

We actively teach and practise these skills so that safety becomes a shared responsibility across our community.

Be Respectful

Respect underpins strong relationships. We teach learners how to treat themselves, others, and their environment with care.

Learners demonstrate this by:

- Speaking and acting with kindness
- Listening to others and valuing different viewpoints
- Showing care for equipment and school property
- Taking responsibility for their actions
- Repairing relationships when difficulties arise

We recognise that learning how to manage conflict and repair harm is an important part of personal development.

Be Ready

Being ready to learn is about more than sitting quietly – It is about developing confidence, resilience, and independence.

Learners demonstrate this by:

- Asking for help or clarification when needed
- Using strategies to manage focus and emotions
- Engaging positively in lessons and activities
- Working towards personal targets and learning goals
- Showing effort and perseverance, even when learning feels challenging
- Maintaining positive attendance and punctuality

We understand that readiness is a skill that develops over time. Adults support learners in building these skills step by step.

Recognising Positive Engagement

We believe that noticing and valuing positive choices strengthens confidence, belonging and motivation. Our recognition systems focus on effort, improvement, and contribution to our school community.

Positive engagement may be recognised through:

- Positive phone calls home
- Senior Leadership Team emails or phone calls home
- Class-based rewards or treats
- End of term rewards and trips
- WOW Certificates
- Postcards home

Adults across the school actively look for opportunities to acknowledge positive behaviour, especially when a child is developing a new skill or demonstrating resilience.

Our Commitment

We recognise that all behaviour communicates a need. When challenges arise, we work alongside learners to understand what has happened, teach alternative strategies and support them to repair relationships. Alongside this, we consistently recognise positive engagement with our school values.

By working together with families, we aim to develop confident, respectful, and resilient learners who feel safe, valued, and ready to succeed.

Appendix 1 (Revised) – Trauma-Informed Response Matrix

This matrix reframes behaviour escalation as increasing levels of support, review, and safety planning. At every level, behaviour is understood as communication and responses prioritise regulation, relationship, and repair. Where behaviours are linked to SEND, staff will follow agreed reasonable adjustments as outlined in each learner's Learner Profile.

Level 1 – Early Regulation & Support (Universal Response)

Examples of Presentation:

Safe

- Walking out of class but remaining nearby
- Not following instructions

Respectful

- Low-level disruption or calling out
- General swearing (not directed)
- Unkindness to peers

Ready

- Difficulty engaging or appearing withdrawn
- Refusal to begin work

Likely Underlying Need:

- Overwhelm or cognitive overload
- Anxiety or task avoidance
- Sensory dysregulation
- Need for connection or reassurance

Trauma-Informed Adult Response:

- Calm, regulated adult presence
- Offer choice and limited demand language
- Movement or sensory break
- Relational check-in with trusted adult
- Use of agreed strategies from Learner Profile
- Learner profiles updated if required

Possible Safety Measures (Where Required):

- Verbal discussion with teacher/trusted adult
- Use of bespoke strategies from Learner profiles
- Movement/sensory breaks

Review Trigger:

Repeated Level 1 presentations indicate the need to review environmental factors, task demands, and whether preventative regulation strategies are sufficient.

Level 2 – Targeted Support & Plan Review

Examples of Presentation:

Safe

- Walking out of class without signalling need
- Causing an unsafe environment for others

Respectful

- Persistent difficulty meeting expectations
- Directed verbal aggression
- Being disrespectful to other learners or staff
- Minor property damage e.g. throwing of items
- Persistent disruption/non-compliance in class

Ready

- Repeated classroom disruption
- Refusal to engage in lessons

Likely Underlying Need:

- Escalating dysregulation
- Attachment trigger or perceived rejection
- Shame response leading to defensive behaviour
- Unmet SEMH or communication need

Trauma-Informed Adult Response:

- Immediate focus on safety and co-regulation
- Removal from situation in a non-shaming way if required
- Structured restorative conversation once regulated
- Parent/carer relational conversation
- Update to Emotional Support Plan with learner voice included
- Environmental audit (curriculum, peer dynamics, staffing patterns)

Possible Safety Measures (Where Required):

- Internal suspension (used to preserve safety, not as punishment)
- Increased adult supervision temporarily
- Timetable adjustments or safe-space access
- Discussion with Principal to review

Review Trigger:

Repeated Level 2 presentations require formal multi-disciplinary review and reassessment of unmet need rather than automatic escalation.

Level 3 – Intensive Support & Multi-Agency Response

Examples of Presentation:

Be Safe

- Actions that put property at serious risk
- Bringing or accessing harmful substances or items
- Behaviour that disrupts safe travel or transport
- Leaving designated areas without permission
- Actions that could put yourself or others in danger
- Physically harming someone

Be Respectful

- Behaviours that hurt or exclude others (including bullying)
- Comments or actions that discriminate based on identity (9 protected characteristics)
- Behaviours that intimidate, threaten, or cause fear
- Encouraging others to act in unsafe or harmful ways
- Creating or sharing content online that harms, shames, or harasses others

Likely Underlying Need:

- Acute trauma activation (fight/flight response)
- Crisis-level dysregulation
- External safeguarding concerns
- Complex unmet SEMH or neurodevelopmental need

Trauma-Informed Adult Response:

- Immediate safety action using least restrictive intervention
- Calm, regulated de-escalation approach
- Physical intervention only where proportionate and necessary
- Full relational reintegration meeting with family
- Multi-agency strategy discussion where appropriate
- Comprehensive review of placement suitability and provision

Possible Safety Measures:

- Short-term suspension (used to preserve safety and allow planning)
- Risk assessment update
- Emergency Annual Review
- Police involvement where legally required

Suspension, where used, is framed as a safety-preserving measure and always followed by relational repair, structured reintegration, and support plan adjustment.

Placement Consideration:

Placement review will only be considered after all reasonable adjustments, multi-agency input and support planning have been exhausted, and where the school is demonstrably unable to meet need safely.

Restorative & Reintegration Principles (All Levels)

- Regulation before reflection
- Repair of relational rupture
- Learner voice central to planning
- Staff reflection on environmental triggers
- Explicit teaching of alternative strategies
- Reintegration plans that prioritise belonging and safety

Positive Engagement with Our School Values		
Be Safe	Be Respectful	Be Ready
<ul style="list-style-type: none"> • Responding to adult guidance and following agreed routines • Using strategies identified in their Learner Profile to support regulation • Seeking help when feeling overwhelmed or unsure • Making safe choices in classrooms, corridors, and shared spaces • Taking responsibility and repairing situations when mistakes occur 	<ul style="list-style-type: none"> • Speaking and acting with kindness • Listening to others and valuing different viewpoints • Showing care for equipment and school property • Taking responsibility for their actions • Repairing relationships when difficulties arise 	<ul style="list-style-type: none"> • Asking for help or clarification when needed • Using strategies to manage focus and emotions • Engaging positively in lessons and activities • Working towards personal targets and learning goals • Showing effort and perseverance, even when learning feels challenging • Maintaining positive attendance and punctuality
Level 1 – Early Regulation & Support		
Be Safe	Be Respectful	Be Ready
<ul style="list-style-type: none"> • Walking out of class but remaining nearby • Not following instructions 	<ul style="list-style-type: none"> • Low-level disruption or calling out • General swearing (not directed) • Unkindness to peers 	<ul style="list-style-type: none"> • Difficulty engaging or appearing withdrawn • Refusal to begin work
Level 2 – Targeted Support & Plan Review		
Be Safe	Be Respectful	Be Ready
<ul style="list-style-type: none"> • Walking out of class without signalling need • Causing an unsafe environment for others 	<ul style="list-style-type: none"> • Persistent difficulty meeting expectations • Directed verbal aggression 	<ul style="list-style-type: none"> • Repeated classroom disruption • Refusal to engage in lessons

	<ul style="list-style-type: none"> • Being disrespectful to other learners or staff • Minor property damage e.g. throwing of items • Persistent disruption/non-compliance in class 	
Level 3 – Intensive Support & Multi-Agency Response		
Be Safe	Be Respectful	Be Ready
<ul style="list-style-type: none"> • Actions that put property at serious risk • Bringing or accessing harmful substances or items • Behaviour that disrupts safe travel or transport • Leaving designated areas without permission • Actions that could put yourself or others in danger • Physically harming someone 	<ul style="list-style-type: none"> • Behaviours that hurt/exclude others (including bullying) • Comments or actions that discriminate based on identity (9 protected characteristics) • Behaviours that intimidate, threaten, or cause fear • Encouraging others to act in unsafe or harmful ways • Creating or sharing content online that harms, shames, or harasses others 	