EdStart - Specialist Education Ltd

Communication and Behaviour for Learning Policy

Policy Reviewed	September 2025
Review Date	September 2026

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Humanity   **Compassion**   **Togetherness**   **Progression**

1. Introduction

This policy is to be read in conjunction with Keeping Children Safe in Education (2024)

Policy Statement

The purpose of EdStart Specialist Independent Schools is to meet the educational, social and emotional needs of students who have found the challenges of mainstream secondary education overwhelming, and as a result require an alternative education provision. EdStart Specialist Schools is committed to working closely with parents, carers, schools, and outside agencies to support and empower our students to achieve their full potential.

This policy recognises that dysregulated behaviour is a means of communication, and therefore EdStart Specialist Schools aim to:
- Create a supportive learning environment which encourages and promotes open communication and positive behaviour.
- Raise individual standards of achievement.
- Promote self-regulation, self-discipline, and positive relationships.
- Develop aspiring, confident, independent, and resilient young people.
- Prepare young people for a successful transition to the next phase of their education, training, or employment.

In order to achieve these aims, EdStart Specialist Schools will provide all students with the support they need to:
- Communicate effectively
- Be engaged and ready for learning
- Be respectful to all
- Behave in a way that is safe for themselves and others.

At EdStart Specialist Schools we believe that all behaviour is communication, and our aim is to try to understand the reasons for the behaviour and find innovative solutions to support young people. Our practice is driven by 4 core values: humanity, compassion, togetherness, and progression. Striving towards these values this enables potentially difficult situations to be reframed into positive solutions.

2. Legislation, Statutory Guidance and Statutory Requirements

This policy has been informed from the following legislation and advice from the Department for Education:
- Keeping Children Safe In Education (2024)
- SEND Code of Practice (2015)
- Behaviour in Schools: Advice for Headteachers (2022)
- Searching, Screening and Confiscation (2018)
- Searching, Screening and Confiscation: Advice for Schools (2018)
- The Equality Act (2010)
- Keeping Children Safe in Education (2024)
- Use of Reasonable Force in Schools
- Supporting Students with Medical Conditions in Schools

3. Roles, Responsibilities and Rights

3.1 Roles of the Governing Body:

The Governing board is responsible for ensuring that the Communication and Behaviour for Learning Policy is effectively enforced and the principles and aims are reviewed annually. This will ensure that the policy is communicated clearly to all staff, students, parents and carers.
Trustees and Governors will support all school staff to maintain high standards of communication and behaviour.

3.2 Roles of the Senior Leadership Team:

They will publish and make sure all stakeholders are aware of the Communication and Behaviour for Learning Policy.
All members of the Senior Leadership Team are responsible for the implementation and day-to-day management of the policy and procedures.
They will ensure that the school environment encourages positive behaviour.
Will ensure that all staff understand the behavioural expectations and the importance of maintaining them.
Will ensure all staff have received appropriate training in de-escalation and behaviour management training, and the impact on young people with SEND or SEMH.
They will ensure data from behaviour recording logs is reviewed regularly to make sure that an individual or groups are being disproportionately impacted by this policy.
They will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.
Will ensure that this policy works alongside safeguarding policies to offer students both support and sanctions when necessary.

3.3 Roles of All Staff:

To create a calm and safe environment for students to learn, develop and grow.
To establish and maintain clear boundaries of acceptable behaviour.
To implement the Communication and Behaviour for Learning policy consistently.
To communicate the school's expectations, routines, values, and standards through role modelling positive behaviour in every interaction with all students and fellow team members.
To provide a personalised approach to specific individual behavioural needs of each student.

To consider their own behaviour and impact on the school culture and how they can uphold school expectations.
To work together as a team to ensure standards are high, high-quality learning is delivered and students are supported to develop self-discipline.
To support and challenge students to meet the school's expectations and encourage students to take ownership of their behavioural responses.
To report all levels of dysregulated behaviour promptly using the correct format and systems, and to report any disclosures where a young person may be at risk inline with Child Protection Policies.
To attend annual behaviour de-escalation and positive handling training, and ongoing CPD.

3.4 Role of Parents and Carers:

To get to know our school's Communication and Behaviour for Learning Policy and reinforce it at home where appropriate.
To support their child in adhering to the school's Communication and Behaviour for Learning Policy.
To inform the school of any changes in circumstances as soon as possible that may affect their child's behaviour.
To discuss any behavioural concerns with the school as soon as possible.
To take part in any pastoral intervention required following dysregulated behaviour – for example attending reviews or de-escalation meetings.
To raise any concerns about the management of behaviour with school directly, whilst continuing to work in partnership with the school.
To play an active part within the life of the school and its culture.

The school will endeavor to build a positive relationship with parents and carers by keeping them informed about developments in their child's development and behaviour, and work in collaboration with them to provide holistic support for all students.

3.5 Students:

Students will be made aware of the following responsibilities during their induction:

The Code of Conduct: to be Respectful, Responsible and Ready.
The expected standards of behaviour within the school day.

How Edstart monitors behaviour standards, and potential sanctions that will be in place if desired standards are not met.
The pastoral support that is available to them to help them to meet and maintain the behaviour standards.
To feedback on their experiences of the behaviour culture to support the evaluation, improvement and implementation of the Communication and Behaviour for Learning Policy.

3.6 Rights

Edstart Specialist Schools strive to create a safe and effective learning environment, one where everyone has a responsibility to protect their own rights and the rights of others.

EdStart promotes and supports the following rights, in line with our values, for both students and staff:

Right	Responsibility
The right to be physically and emotionally safe.	• To keep myself and others safe. • To seek support from others where required. • To treat others as you wish to be treated.
The right to be heard.	• To make myself heard in an appropriate way. • To utilise all methods of communication, including active listening.
The right to make choices and be involved with decision making.	• To be respectful • Listening to advice • To consider the points of view of others. • To attend meetings designed to support me.
The right to learn.	• To attend school every day. • To be in the classroom on time. • To be inquisitive and curious to know more. • To try my best.
The right to be treated with respect and dignity.	• To treat others as you wish to be treated. • To consider other people's feelings, reactions and previous experiences.
The right to equality. Including the being free of sexual harassment, and discrimination of any sort including size, age, disability, culture, ethnicity, religion, sexual orientation, marriage, civil partnership, pregnancy, paternity, and gender identity.	• To uphold and promote the Equality Act (2010). • To report any concerns to a trusted member of the team as soon as possible.

4. EdStart Student Expectations: Respectful, Responsible, Ready

EdStart's Student Expectations are based on the principles of being Respectful, Responsible and Ready which directly link to our school values (Appendix 1) With these three, simple expectations our students will demonstrate improvements from their starting points, in their progress and become brilliant sixteen-year-olds

To demonstrate our school values through the expectations of being **Respectful, Responsible, Ready,** students should:

Be Respectful
- Listen and follow the instructions given to keep you safe and engaged
- Treat others as you wish to be treated
- Use good manners to adults and other students
- Explore and respect alternative views

Be Responsible
- Take ownership of your behaviour – stay safe and responsible in the building, in the community and online
- Always strive to participate and achieve your best
- Be proud and recognise your achievements
- Take care of your school and represent it well

Be Ready
- Start the day right – arriving on time and following the 'welcome' procedures
- Show that you are ready to learn and achieve
- Embrace all opportunities, giving your best
- Seek help and support when you don't feel ready or safe

These expectations are simplistic and clear, whilst promoting our school values of Humanity, Compassion, Togetherness and Progression in their aims and language (see Appendix 1)

5. Rewards

Most EdStart students need support to motivate them in their learning. We aim to achieve an appropriate balance of intrinsic and extrinsic motivators to encourage students to embrace our positive behaviour culture. Recognition always be given to students who are respectful, responsible and ready to learn.

Our emphasis is to reinforce positive behaviour with rewards, rather than to focus on negative

choices. We believe that rewards have a motivational role and help children to see that positive behaviour is valued within EdStart.

Rewards can include:
- Praise, which can be both informal and formal, to individuals or in groups.
- May include appropriate positive physical touch, for example handshakes, fist pumps.
- Written comments with student's workbooks to recognise effort and hard work.
- Written comments or a letter to parents informing of good work, attitudes, or behaviours.
- Use of the behaviour points system to work towards trips and experiences.
- Certificates and awards to individuals each term.

6. Screening and Searching Students

Searching, screening and confiscation is conducted in line with DfE's latest guidance (Searching, Screening and Confiscation (publishing.service.gov.uk).

6.1 Screening

EdStart students undergo screening with a handheld metal detector when they arrive at school to ensure the safety of individuals and the safety of others. If a student refuses to be screened, we will refuse entry to the building, and this will be treated as an unauthorised absence.

6.2 Searching

Searching can play a critical role in ensuring that our schools are a safe environment for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour which will allow students to learn and thrive.

The Executive Headteachers, and staff members authorised by the Executive Headteachers (Senior Leaders) have the statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item or an item that school rules prohibit. This can include:
- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Vapes and e-cigarettes.
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- An item that a staff member believes may be used to commit an offence.
- An item that may cause a physical injury or damage to a person / property.

Student Co-Operation

Under common law, authorised staff members have the power to search a student for any item if the student agrees. The staff members will ensure the student understands the reason for the

search and how it will be conducted so that their agreement is informed. The staff members will always seek the co-operation of the students before conducting the search giving them an opportunity to ask any questions beforehand.

Student Refusal to Co-Operate

If a student is not willing to be searched and refuses to co-operate the staff member will seek advice from the Executive Headteachers or Designated Safeguarding Lead who may have information about the student and the reasons behind the refusal. During this time the student will be supervised and kept away from other students.

If the search is required due to the student possibly having a dangerous weapon or an item that may cause immediate harm to themselves or others, reasonable force may be necessary through positive handling to conduct the search. If this is not possible the police will be made aware, and the school will follow their advisement. Parents / carers will be called and a request to collect their child immediately.

6.3 During the Search

The search will be conducted in an appropriate location on the school premises, away from other students or where a staff member has lawful control of the student i.e a school trip. The staff member will ensure the dignity of the student is paramount at all times.

The law states that the staff member conducting the search must be the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

There is a limited exception to this rule. This is that a member of staff can search a student of the opposite sex and / or without a witness present only if:
   • The member of staff carrying out the search reasonably believes that there is a risk that serious harm will be caused to the person if the search is not carried out as a matter of urgency.
   • In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student, or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

If a staff member is required to carry out a search without a witness they must report this immediately to another member of staff and ensure a record is made and saved to the student's personal file.

6.4 The Extent of the Search

   • A member of staff may search a student's outer clothing, pockets, possessions, and bag.
   • The student will not be required to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.
   • Staff need to be sensitive to whether such outer clothing is worn for religious reasons when conducting the search.
   • The member of staff's power to search is detailed within section 6.3.

6.5 After the Search

If any illegal items are found during the search the police and parents / carers will be informed immediately.

If any of EdStart's prohibited items, that are not illegal, are found during the search these items will be confiscated, parents / carers will be made aware and asked to collect their child and an appropriate sanction will be put into place.

If the search does not uncover any prohibited items the student will have an opportunity to discuss the reasons for the search with the staff members and support will be given to ensure the search procedure has a limited emotional affect. Parents / carers will be notified that a search has taken place.

6.6   Recording Searches

All searches will be recorded and saved in the student's personal file. The recorded information will include:
- Name of student
- The date, time, and location of the search
- Who conducted the search, and the name of any other adults / students present
- The reason for the search
- What was being searched for
- What items, if any, were found
- What follow up action has been taken in response to the search outcome

7. Bullying and Equality

EdStart Specialist Schools are committed to ensuring that all students are able to learn in a supportive, caring and safe environment without fear of being bullied, which can include verbal, non-verbal, physical or prejudiced behaviour. Bullying is an anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated by the school. If any form of bullying does occur, incidents will be dealt with promptly and effectively to ensure all students can learn to the best of their ability, free of any disruption of any kind.
Our measures to prevent all forms of bullying are in line with the Equality Act (2010). We define bullying as:

'*The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face-to-face or online.*'

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (Sexist) • Homophobia / Biphobia • Transphobia • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality).
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or Indirect Bullying	Name-calling, sarcasm, spreading rumors, teasing.
Cyber-Bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Any allegations of bullying will be investigated thoroughly, and support will be offered to both the target and the perpetrator. We recognise that it is possible that bullying can be because of a safeguarding issue and support will be provided.

Further details of EdStart's approach to prevent and address bullying are set out in the anti-bullying policy, which can be found on the school website.

8. Managing and Correcting Behaviour

8.1 Fundamentals

In order to manage behaviour effectively, **pro-active fundamentals**, steeped in trauma-informed values and approaches should be cultivated and implemented at each school. Embedding these pro-active approaches daily, will reduce the need for more 'reactive' approaches.

<u>Relentless Routines</u>: Create predictability and consistency
• Have a clear focus and routine at the start of the day, from the front door
• Build in communication and cognition activities as part of social times, so they are structured and are purposeful
• Have staff available, in roles and rotas throughout the day, using consistent language, tone and behaviours
• Follow seating plans, the timetable, structures and procedures consistently to maintain

psychological safety for all

The Education Endowment Foundation documents that consistency and routines, as well as relationships are the most effective behaviour management strategies (EEF, 2019)

<u>Relationships:</u> Prioritise relationship-centred practice through restorative practice
- Greet students at the start of lessons and throughout the day, with an emotional check-in regularly as the day unfolds
- Catch students being good - recognise positive behaviour
- Use restorative practice and language to repair after incidents
- Be empathic in responses, listen and co-regulate with students

Neuropsychiatrist Dan Siegel explains how students trauma narrows their 'window of tolerance', making them more prone to fight/flight/hypo responses – safe relationships, co-regulation and predictability help keep students regulated for longer (Siegel, 2012).

<u>Emotional Literacy:</u> Adopt opportunities and strategies to teach emotions
- Students may struggle to have the tools and vocabulary to label or safely express emotions
- Check-ins or Zones of Regulation strategies help students label and recognize emotions
- Validate emotions, but check behaviours
- Model calm responses and verbalise your own emotional regulation to teach it

Programmes and approaches that explicitly teach emotional literacy and regulation have a direct impact on behaviour incidents and suspensions over time – reducing their frequency. (Durlak, 2011)

<u>Trigger awareness:</u> Identify, minimise and document triggers
- Identify and be acute to students known triggers
- Think about stimuli in the environment and student needs – including seating, lighting, noise levels, over-population
- Ensure that documented needs from students EHCP are shared and provision is made to meet their needs
- Document known triggers and new triggers by updating student passport after behaviours

<u>Firm but Fair</u> - Maintain clear, fair and consistent boundaries, with empathy
- Use calm, firm, non-punitive language when setting boundaries throughout the day
- Use consistent language and explicit expectations – "Responsible, Respectful, Ready" when correcting behaviours
- All staff should be consistent in their language and calm in their own behaviours

Support information as a 'menu' for correcting behaviors to maintain a positive environment can be found in Appendix Two. All staff need to refer to this guidance regularly to inform their approaches. In addition, classroom management training will be provided throughout the year, and behaviour strategies discussed within de-escalation and positive handling strategies.

8.2 Safeguarding

EdStart Specialist School's recognise that dysregulated behaviour may be an indicator that a student is in need of help, support and / or protection. We will consider whether a student's behaviour 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 application or referral to children's social care is appropriate. For more information on these policies please see our website.

8.3 Off-Site Misbehaviour

EdStart Specialist Schools sets a high standard for student behaviour both within school and off-site. We expect our students to represent our school in a positive way when taking part in school-organised trips, including when traveling to and from the location, and always adhere to the Code of Conduct.

In an event where a student has fallen outside of the Code of Conduct when representing the school, consequences may be applied.

8.4 Online Misbehaviour

EdStart Schools places significant importance in keeping students safe online, and further information can be found within the E-Safety and Cyber Security Policies. Expectations for students to adhere to the Code of Conduct apply in all circumstances, including online.

In any event where students have demonstrated online misbehaviour consequences may be issued. This can include:
- When a student poses a threat or causes harm to another student.
- When actions may have repercussions for the orderly running of the school.
- It may adversely affect the reputation of the school.
- The student is identifiable as a member of the school.

8.4 Unacceptable Behaviours

When a student's behaviour falls below a standard that can reasonably be expected of them, all staff will respond in order to maintain a calm, safe learning environment and to prevent the escalation of behaviours that will prevent learning taking place. See Appendix 2 to aid.

Staff will endeavor to create predictable environments, ensure effective classroom management practices are utilised and any potential safeguarding requirements are considered. Responses to dysregulated behaviours will be consistent, fair and focus on de-escalation.

EdStart Schools recognise behaviour as a communication and we always aim to support students to communicate in an effective manner, however the following high-level behaviours will not be accepted within our schools:

- Fighting
- Verbal abuse of staff or fellow students – including sexual harassment.
- Bullying and intimidation – including online and in the community.
- Vandalism – including damage to school and staff property.
- Possession or use of illegal substances or prohibited items
- Physical assault upon a staff member or fellow student – including sexual assault.
- Bringing the school into disrepute.
- Persistent disruptive behaviour

This is not an exhausted list, and other behaviours may be considered on an individual basis. All students will have an individual learning plan and associated risk assessments in place to support behaviours for learning.

In the event of a high-level incident, all students will be treated fairly. Any factors that may have contributed to the heightened behavioral response will be identified and considered when consequences are put into place. Staff will also consider how to support the student to ensure they are able to meet the behaviour standards in future.

Trauma Informed Practice- Low Tarriff Behaviours
Before more punitive and consequential action is taken, trauma and SEND driven practice should be explored through the toolkit (Appendix 2). This includes a menu of actions, that should be used to manage dysregulating, lower tarrif behaviours, and logged appropriately. These include;
- Verbal de-escalation
- Positive redirection
- Re-engagement through choice
- Positive distraction
- Movement break
- Sensory break
- Pro-active check-in
- Regulation activity

Appendix 2 demonstrates what these strategies may look like in practice and the langauge that could be used to prompt.

Consequences

Humanity   Compassion   Togetherness   Progression

EdStart Specialist Schools will always use restorative approaches prior to any consequences, however centres may use one or more of the following consequences in response to unacceptable behaviour:

Restorative approaches first (see Appendix 2 – Managing Behaviour Toolkit)
Class move – temporary class move
Loss of privileges – this can include attending trips, events, or rewards.
School-based community services – such as repairing damage to the school, tiding classrooms etc.
Referring the student to a senior member of staff for intervention.
Letter or phone call home to parents
Agreeing a behaviour contract in a meeting with student, parent, key worker, and members of SLT.
Amended timetable – to attend before / after school sessions in isolation from other students
Educated off site until a review of placement can take place
Temporary suspension: 2 – 5 days
Return to referring school and end of placement

Key:

Colours indicate the level of response required.

	Low Level Response		Medium Level Response		Higher Level Response

This list is not exhaustive and other consequences may also be put into place.

The personal circumstances of the student will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

8.5 Supporting Students Following a Consequence

Following a consequence, the school will consider strategies to help the students improve their behaviour for learning and meet the behaviour expectations of the school. This will include:

- Students will take part in a reflective discussion / task to understand their behaviour responses and plan alterative responses in the future. The aim is to understand any underlying issues / worries that may have led to emotional dysregulation.
- Staff should intentionally look to repair potential harm to a relationship after a negative interaction, i.e., reconnecting with the student with a view to repairing and restoring the relationship. See Appendix Two.
- Staff will collectively review strategies for support to see if any additional support is required, with a focus on preempting responses and de-escalation.
- Reintegration meetings with parents/carers, key workers and SLT will take place where strategies can be agreed.
- Key workers will provide daily check-ins and offers of support will be given.
- Referrals to any external services will be made for additional support.

8.6 Suspected Criminal Behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment as to whether to report the incident to the police. When establishing the facts, the school will endeavor to preserve any relevant evidence and hand this over to the police.

If the decision to report the matter to the police is made, an Executive Headteacher or Head of School will make the report.

EdStart Schools will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.

If a police report is made, the Designated Safeguarding Lead (DSL) will make a tandem report to Children's Services if required.

8.7 Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

EdStart Schools will ensure all incidents of sexual harassment and / or violence are met with a suitable response, and never ignored. Students are encouraged to report anything that makes them feel uncomfortable, no matter how 'small' they feel it might be.

We will respond with a proportionate, considered and supportive approach; and the response will be decided on a case-by-case basis.

The school has procedures in place to respond to allegations or concerns regarding to child's safety or wellbeing. For further information please see our Child Protection and Safeguarding Policy available on our website.

8.8 Malicious Allegations

If a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will respond to the student in accordance to this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where allegations are 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 student who made the allegation is in need of help, or if the allegation may have been a cry for help. If so, a referral to Children's Social Care will be made if appropriate.

The school will always consider the pastoral needs of staff and students accused of misconduct.

For further information, please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff and other students.

8.9 Dysregulated Behaviour and SEND

Edstart Specialist Schools recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When responding to misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. Legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantages to a disabled student caused by the school's policies or practices (Equality Act 2010).
- Using our best endeavors to meet the needs of students with SEND (Children and Families Act 2014).
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the student

concerned.

8.10 Adapting consequences for students with SEND

When considering a behavioural consequence for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rules or instruction.
- Whether the student was unable to act differently at the time as a result of their SEND.
- Whether the student is likely to behave aggressively due to their particular SEND.

If the answer to any of these questions is yes, it may be unlawful for the school to instill a consequence for the behaviour. The school will then need to assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

9. Positive Handling

Positive handling is a holistic approach which aims to support signs of emotional dysregulation early, through positive relationships and de-escalation techniques. Policies and guidance promote staff to manage the environment and personal behaviour to focus on support, diversion, diffusion and de-escalation. Physical intervention is only a small part of our positive handling framework, and it is only utilised as a last resort to keep students safe.

However, any situation that threatens the safety of the student, their peers, the staff team or fabric of the school will be responded to in a method that is appropriate, reasonable, necessary and proportionate; whilst limiting the damage to those concerned.

Further information about our approach to physical intervention can be found within our Positive Handling Policy on our website.
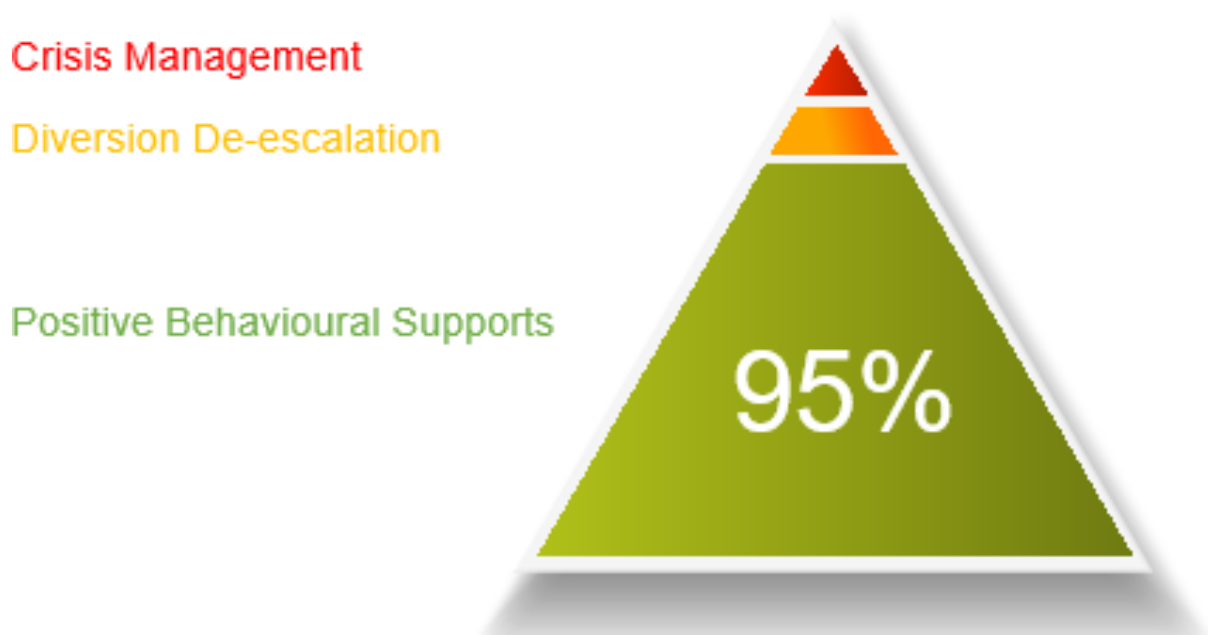
Crisis Management

Diversion De-escalation

Positive Behavioural Supports

95%

Image: Visual Representation of our focus on de-escalation approach techniques.

Humanity   Compassion   Togetherness   Progression

10.   Monitoring Behaviour

With a continued focus on prevention and de-escalation, ongoing behaviour monitoring will take place. Heads of School and Senior Leaders will collect data from the following sources:

- Behaviour/attitude scoring
- Passports
- Behavioural incidents – including removal from the classroom, screening and searching.
- Attendance
- Suspensions
- Permanent exclusions/ placement end
- Surveys with students, staff, governors, trustees and other stakeholders on their perception and experiences of the school's behaviour culture.

The school will analyse the data to make sure we are meeting our duties to the Equality Act (2010). If any trends or disparities between groups of students are identified by this analysis the school will review its policies to address it.

Specific, indivudal student trends should be reflected on student passports using the language that corresponds with this policy.

11.   Staff Training

As part of the induction process all staff are required to read and sign to the Communication and Behaviour for Learning Policy and commit to adhere to the standards outlined within.

All staff with receive Team Teach training within 6 months of employment.

All staff with complete ongoing CPD with a focus on behaviour mentoring, support and management. This training will include the impact of Adverse Childhood Experience, Trauma Inform Practice, Inclusive Classroom Training and Special Educational Needs Programs including Autism Awareness.

Appendix One:

edstart
SCHOOLS

Be Respectful, Be Responsible, Be Ready

To demonstrate **our school values** students are expected to;

Be **Respectful**	Listen and follow the instructions given to keep you safe and engaged	*Humanity*
	Treat others as you wish to be treated	
	Use good manners to adults and other students	*Compassion*
	Explore and respect alternative views	
Be **Responsible**	Take ownership of your behaviour – stay safe and responsible in the building, in the community and online	*Togetherness*
	Take care of your school and represent it well	
	Be proud and recognise your achievements	
	Always strive to participate and achieve your best	
Be **Ready**	Start the day right – arriving on time and following the 'welcome' procedures	*Progression*
	Show that you are ready to learn and achieve	
	Embrace all opportunities, giving your best	
	Seek help and support when you don't feel ready or safe	

Humanity   Compassion   Togetherness   Progression

Appendix Two: Managing Behaviour Toolkit

All staff should familiarise themselves with these strategies and ideas for managing behaviour for learning pre-emptive and positive manner.

We understand that all members of staff will, at some time, find behaviour management difficult and we encourage all members of staff to ask for help and support when needed.

> 'I am the decisive element within the classroom. It is my personal approach that creates the climate. It is my daily mood that make the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humble or humour, heal or hurt. In all situations it is my response that decides whether a crisis will be exacerbated or de-escalated, if a child is humanised or de-humanised.'
>
> Ginott 1972

Modeling Positive Behaviour:

Adults should model the good behaviour they wish to see from students. This includes calmly resolving conflict using the school's Communication and Behaviour for Learning Policy.

All Adults who work with our students should:
Create predictability and consistency through **relentless routines**   • Have a clear focus and routine at the start of the day, from the front door   • Build in communication and cognition activities as part of social times, so they are structured and are purposeful   • Have staff available, in roles and rotas throughout the day, using consistent language, tone and behaviours   • Follow seating plans, the timetable, structures and procedures consistently to maintain psychological safety for all
Prioritise **relationship**-centred practice through restorative practice   • Greet students at the start of lessons and throughout the day, with an emotional check-in regularly as the day unfolds   • Catch students being good - recognise positive behaviour   • Use restorative practice and language to repair after incidents   • Be empathic in responses, listen and co-regulate with students
Adopt opportunities and strategies to **teach emotions** and **emotional literacy**   • Students may struggle to have the tools and vocabulary to label or safely express emotions   • Check-ins or Zones of Regulation strategies help students label and recognize emotions   • Validate emotions, but check behaviours   • Model calm responses and verbalise your own emotional regulation to teach it
Be aware of identify, minimize and document **triggers**   • Identify and be acute to students known triggers   • Think about stimuli in the environment and student needs – including seating, lighting,

noise levels, over-population
- Ensure that documented needs from students EHCP are shared and provision is made to meet their needs
- Document known triggers and new triggers by updating student passport after behaviours

Maintain clear, fair, **firm and consistent boundaries**, with empathy
- Use calm, firm, non-punitive language when setting boundaries throughout the day
- Use consistent language and explicit expectations – "Responsible, Respectful, Ready" when correcting behaviours
- All staff should be consistent in their language and calm in their own behaviours

Mujis and Reynolds (2001) reviewed teacher effectiveness and identified that effective teachers:

Effective Teacher / Teaching Assistant Characteristics
Rarely show anger and model reason.
Do not overreact.
Use consequences consistently.
Use meaningful praise regularly.
Express firmness and express clear expectations.
Explain well and set challenging, varied and appropriate tasks.
Communicate the direction of learning – give student a reason to learn. Manage more than one event at once.
Give learners responsibility and choice about their learning.
Maintain pace and use clearly shared, realistic time limits.
Do not overly focus attention on one student but remain aware of the whole class.

Being Assertive

Staff who develop successful relationships organise the space and time to prevent situations emerging, while maintaining progress in the lesson. Effective communication skills are key in achieving this balance and these communication skills are common with assertive staff.

An assertive Teacher / Teaching Assistant demonstrates the following in the classroom:
Sets clear boundaries and expectations – academic and behavioural
Are consistent in their approach
Effectively combines verbal and non-verbal communication
Actively listens to students
Values student opinions and inputs
Role models positive behaviour
Humour – with the student, not at them,

Actively Building Rapport and Trust
Positive relationships are at the heart of all we do, and building rapport with students requires effort, commitment and skill. In order to influence and guide students, it is necessary to enter their world and be aware of their perspective. People achieve more when they are confident and trusting, and having confidence and trust encourages risk taking and vulnerability which leads to learning.

Adults can build rapport with students by:
Learning student names

Humanity   Compassion   Togetherness   Progression

Greeting students on arrival, in the corridors and throughout the school day.
Showing interest in they do both inside the classroom and out of it.
Show interest in them as human beings

It is also important to work at repairing and restoring relationships when they have broken down. If experiences in schools / in the classroom are constantly negative and unsuccessful they will undermine the student's ability to be successful. Students will create a model in their head that accepts a lack of success being the norm for them – this will lead to dysregulated behaviours that avoid risk taking and challenge. We need to let students know that we value and respect them, praise their good choices and look for the positives.

Celebrating Good Behaviour and Achievement:
Praise the good choices students are capable of making helps to raise self-esteem, and helps students to see that good behaviour is valued.

Celebrations can be:
Giving verbal praise using the Respectful, Responsible and Ready language
Using Attitude to Learning lesson grades
Giving achievement points for outstanding conduct, good work and academic achievement
Certificates
Positive displays and charts – names, certificates,
Contacting home and praising high standards and behaviour
Display boards celebrating student work
Bespoke rewards for outstanding work or contributions.

Language of Choice:
The school's behaviour for learning approach is built around language of choice and creates an important link between choice and consequences. This system allows all students to take responsibility for their behaviour and have opportunities to correct their mistakes.

When we use this language, students will become used to it. It gives feedback on the choices they are making, letting them know whether they are good or bad choices. For example, 'The instruction is for you to sit in your seat, I would like you to do that now thank you'. 'If you chose not to finish your work now then you will be finishing it at break time, make a good choice and get back to work please'.

Things to remember when speaking to students:
1. Tone and register:
The temptation when addressing a student who is not meeting school expectations is to speak in a different pitch. Instead, say what you want to happen exactly how you would want it to happen. Be straightforward, direct, and clear. Keep your voice even and low, try not to scream or shout. Say what you mean clearly so that it can be heard clearly.
2. Repetition:
Is a student questions your instructions repeat what you want them to do again and possibly a third time. Do not get drawn into a debate if the request is now followed. This shows that you are focused on what needs to happen, rather then what they want to happen. For example, 'No Sam, you need to take your hat of. Sam…it still needs to come off….we can talk about it later, but right now your hat needs to come off'.

> **3. Serious talk means be serious:**
> If you need to advise a student that the choices they are making may lead to negative consequences, ensure language is clear and not be construed as 'joking'. Do not deliver this message in a way that suggests that you are sorry about it all or you are joking, as this erodes the sincerity of the request you are making and the belief in your actions.

> **4. Certainty**
> If you always do what you say you will, then you will almost never need to shout or repeat yourself. Students learn quickly who shouts a lot and never calls home, who isn't that strict but follows through on what they say they are going to do.

Correcting Behaviours Toolkit

This toolkit is designed to support teaching and pastoral staff in managing behaviour in a way that is restorative, trauma-informed and mindful of students' social, emotional and mental health (SEMH) needs. It provides a menu of possible strategies for de-escalating, redirecting, re-engaging and repairing situations with dignity, empathy, and consistency.

Low Tariff Behaviours

These strategies may prove useful in de-escalating students when they are starting to trigger on their behaviour curve, and showing the early stages of escalating behaviours.

Strategy	Description	Example/Prompt Action
Verbal De-escalation	Calm, neutral, emotionally literate language to defuse and de-escalate.	"I can see you're finding this frustrating, it is okay to feel that way, but how can I help?"
Positive Redirection	Gently redirect to a alternative intervention task before back onto the main learning	"I need your help with this job quickly – which you are perfect for – and then we can get back to learning"
Re-engagement through Choice	Offer simple, achievable choices to give a sense of control.	"You can choose to finish the task now or have a quick 2-minute reset first, and then come back to it, but before lunch"
Positive Distraction	Use humour, curiosity or an unrelated, positive interaction to interrupt escalating behaviour.	"Do you remember that goal you scored last week in PE – we have got PE again this week"
Movement Break	Allow short, purposeful movement to reset emotionally and physically.	"Would you like to take a walk with me before we finish this work?"
Sensory Break	Provide access to calming sensory input/tools or a quiet space.	"Would a sensory toy/headphones/sensory space of break help right now?"
Pro-active Check-In	Quick, private conversation to emotionally 'temperature check'.	"How would you describe your emotion right now? (use prompts such as zones of regulation) "What do you need?"
Regulation Activity	Breathing, grounding, or mindfulness exercise to calm arousal levels.	"Let's take three big breaths together, then see how we're doing."

Escalating Behaviours

Humanity   Compassion   Togetherness   Progression

These strategies may prove useful in de-escalating students when they are moving past their initial trigger points on their behaviour curve, and showing more heightened behaviours.

Strategy	Description	Example/Prompt Action
Calm, Predictable and Empathic	Use consistent, non-confrontational phrasing and tone.	"I notice your frustrations, and I wonder if you stop doing that, how quickly I can help you"
Offer Regulated Space	Direct to a calm area without removing autonomy.	"I wonder if we move over to this space, we can help this situation a little more quickly"
Defer	If emotions are too high, calmly state it will be resolved later.	"It is okay to feel this way, but we cannot help you until you are safe first. I imagine I can help you quicker when you stop showing these behaviours"
Co-regulation	Model calm breathing or grounding activities in proximity.	"I am going to do some deep breaths and count to 10, as I am feeling a bit like you at the moment - a bit frustrated with how things have gone today"
Restorative Practice	Follow up using a non-blaming, restorative conversation framework once calm.	See Restorative Practice section below.
Positive Handling	See Positive Handling section 9 of this policy	See Positive Handling section 9 of this policy

Restorative Practice
Restorative conversations should be used to repair harm and rebuild relationships.

Delivery tips for effective restorative conversations:
• Only attempt when all parties are calm and willing to engage
• Conduct privately, away from peers.
• Maintain a calm, open, non-judgemental tone.
• Allow pupil voice in agreeing a repair/action.
• Adjust passport with pupil, parent and staff voice

The purpose of the conversation is to reflect and repair, some questions that you may ask to guide to a place of reflection and repair are,

1. What happened?
2. What were you feeling at the time?
3. Who has been affected and how do they feel do you think?
4. What needs to happen to put this right?
5. How can this behaviour be prevented again?

If behaviours are resolved through restorative practice, this should be reflected on any logs and management system as the Action.

Talking to Parents:

Humanity   Compassion   Togetherness   Progression

The school gives a high priority to developing a positive partnership with parents and carers, since these are crucial in promoting and maintaining high standards of behaviour.

When phoning home or having a meeting with parents think about:
1. How you will start the conversation.
If you jump straight in with a negative comment the parent will become defensive and take the conversation personally. Start with a positive comment and then build in how you would like the student to improve. 'John is normally excellent, but he has let himself down and I need your support in getting him back on track'.
2. Make positive phone calls when things are going well / improved. This develops your relationship with parents, particularly when you need to have more difficult conversations.

Pre-empting Behaviour Through Key Classroom Strategies:
It is important that both teachers and teaching assistants work together to pre-empt behaviour responses throughout the school day. These techniques can support positive classroom behaviour for effective learning.

Resource Organisation	• Ensure lesson is planned in advance and all resources for the lesson are printed / available in advance. • Ensure learning objectives are clear and build on work from the previous lesson. • Ensure pens / rulers / white boards / laptops are available within the classroom. • Label draws and resources. • Model organised behaviour habits • Give clear rules on where student should sit. • Provide a task sheet for the lesson. • Provide 'if you were absent' catch up sheets. • Give students organisational roles.
Use relevant resources	• Use a range of teaching techniques including visual, audio, written, speaking, and listening. • Try, where possible, to make learning real and interactive. • Motivate students with rewards for engagement.
Link to exams	• Tell students how what they are learning is useful. • Tell students how what they are learning links to assessments. • Create 'revision boxes', 'revision cards', or 'revision mind maps' at the end of the session to aid the revision process.
Prepare Students for Transitions	• Narrate what is going to happen next and why. • 'In 5 minutes, you are going to share your ideas with a
	partner'. • 'There is going to be a change of topic in the next few minutes, please finish what you are working on'.

Choice	• Try to give students options throughout the lesson. • 'You can present this information in a letter or in a poster'. • Promote student self-regulation. 'You can choose to complete your work within the classroom, or you will be asked to leave and complete it elsewhere'.
Look for the Positives	• Celebrate small successes. • Thank students for making positive choices. • Praise students for behavioral and academic wins. • Rephrase and repeat sentences back to students to demonstrate how communication can be positive. • Tactically ignore low level behaviours and refer to support guidance.