

Behaviour Policy

Introduction and Ethos

At Trust Education Group Ltd we are committed to creating a safe, nurturing and inclusive environment in which all learners can thrive academically, socially and emotionally. We recognise that many of our learners experience complex social, emotional and mental health (SEMH) needs which may affect how they express emotions and respond to challenge.

We understand that behaviour is a form of communication; our aim is to listen to what the behaviour is telling us. Our focus is not on punishment, but on empathy, understanding and support. Through consistent relationships and emotionally safe environments, we empower learners to develop positive coping strategies and make responsible choices.

Our ethos is grounded in:

- Unconditional positive regard for every learner.
- Empathy, patience and curiosity in understanding behaviour.
- High expectations balanced with compassion.
- Trauma-informed practice that prioritises safety, trust and connection.
- Restorative approaches that repair harm and strengthen relationships.

This policy sets out consistent, compassionate and effective responses to behaviour that promote emotional regulation, resilience and mutual respect.

Aims and Objectives

The Behaviour Policy aims to:

1. Create a safe, respectful and supportive culture for all learners and staff.
2. Provide clear and consistent expectations and boundaries through the learning community.
3. Help learners understand and manage their emotions and responses.
4. Equip staff with trauma-informed, restorative, de-escalation strategies and PMVA training.

5. Reduce the need for exclusion through early, proactive intervention.
6. Promote accountability through reflection and restoration, not simply punishment.
7. Strengthen partnerships with parents and carers.
8. Respond flexibly to the diverse needs of learners, including those with SEND and SEMH.

Roles and Responsibilities

All Staff

- Model calm, respectful and positive behaviour at all times.
- Build trusting relationships with learners, recognising behaviour as communication.
- Use consistent language and responses that are based on understanding, not confrontation.
- Follow each learner's Behaviour Support Plan, including known triggers and de-escalation strategies.
- Record incidents promptly and accurately, including any follow-up actions.
- Successfully complete and maintain training in trauma-informed practice, restorative approaches and PMVA (Positive Management of Violent and Aggressive Behaviour).

Senior Leadership Team (SLT)

- Ensure that this policy is implemented consistently across the setting.
 - Provide all staff with ongoing professional development in trauma-informed practice, restorative methods and PMVA.
 - Monitor behaviour trends, identify emerging risks or patterns, and support complex or high-risk cases.
 - Lead communications with families, carers and external agencies when required.
 - Ensure documentation and data capture meet inspection and regulatory requirements (for example, alignment with Ofsted's criteria).
- [GOV.UK+2GOV.UK+2](https://www.gov.uk/government/publications/behaviour-support-plans)

Parents and Carers

- Work in genuine partnership with staff to promote consistent approaches to behaviour.
- Engage positively in meetings, restorative processes and agreed Behaviour Support Plans.

- Support and reinforce strategies at home that link to the learner's plan and our ethos of restoration and regulation.

Learners

- Are supported to reflect on their behaviour, understand its impact and make amends.
- Take part in restorative conversations to rebuild trust and relationships.
- Learn and practice strategies for emotional regulation, problem-solving and decision-making.

Trauma-Informed Graduated Behaviour Response (C1 – C5)

We adopt a graduated response designed to prioritise early intervention, co-regulation and emotional support over punitive measures.

C1 – Reminder

A calm, non-verbal or brief verbal reminder of expectations. This is given non-confrontationally, supporting the learner to self-correct.

C2 – Caution

A private, calm discussion with the learner: we express concern, explore what is happening for them, and offer support to re-engage positively.

C3 – Choice

The learner is offered clear, positive choices with natural, proportionate consequences. This promotes ownership and decision-making skills.

C4 – Regulated Space / Time-Out

The learner is guided to a safe, calm space to de-escalate and regain control. They are supported by a trusted adult using co-regulation techniques (e.g., breathing exercises, sensory aids, quiet conversation). This is **not** a punitive sanction, but a supportive measure.

C5 – Serious Incident

A serious incident is defined here as behaviour which significantly endangers safety or causes severe disruption. Examples include:

- Physical aggression or assault.
- Dangerous behaviour (e.g., absconding, climbing unsafely).
- Threatening or abusive language.
- Deliberate damage to property.
- Bullying, intimidation or harassment.

Immediate Actions:

- The learner is guided safely away from the area if needed.
- SLT informed immediately and safeguarding / first-aid procedures followed if required.
- The incident is documented in full on our safeguarding/behaviour system.
- Staff maintain calm, use trauma-informed de-escalation techniques throughout.

Follow-Up:

- A learner debrief is conducted once the learner is calm, ideally within 24 hours.
- Parents/carers are contacted with a factual summary of the incident.
- External professionals (e.g. CAMHS, Educational Psychologist, social care) are involved where relevant.
- The learner's Risk Assessment and Behaviour Support Plan are reviewed and updated.
- Short-term supports (e.g. adjusted timetable, mentoring) are agreed to ensure safety and successful reintegration.

Restorative Practice

Restorative practice is central to our ethos: it focuses on repairing harm, restoring trust and strengthening relationships.

Restorative Conversation Framework

- What happened?
- What were you thinking and feeling at the time?
- Who has been affected and how?
- What can be done to repair the harm?
- What can we do differently next time?

Conversations are flexible and take place only when the learner is ready and emotionally regulated, often supported by a trusted adult or key worker. The aim is to rebuild trust, develop empathy and prevent recurrence.

Reasonable Guidance and Physical Contact

Trust Education Group Ltd does **not** use restraint or restrictive physical interventions as standard practice. In very rare circumstances, staff may use **minimal physical guidance** to protect a learner or others from immediate harm (for example, gently

guiding a learner away from a busy road or unsafe situation). Any such contact must be:

- Proportionate, non-restrictive, and immediately released once safe.
- Fully documented in the incident record and reported to SLT.
- Followed by a debrief with the learner and parents/carers informed.

Staff are trained in de-escalation, co-regulation and trauma-informed communication so that physical intervention is almost never required.

Positive Recognition and Motivation

We recognise that positive reinforcement is more effective than sanctions in shaping behaviour. Positive behaviour is consistently acknowledged via:

- Verbal praise and genuine encouragement.
- Positive notes or calls home.
- Certificates, points systems or reward schemes.
- Recognition of emotional regulation, effort and kindness.
- Opportunities for leadership or responsibility as a reward for progress.

De-Escalation and Co-Regulation Strategies

Staff use non-physical, trauma-informed techniques to help learners remain calm or return to a state of regulation. Strategies include:

- Maintaining a calm tone, slow pace and open body language.
- Offering space and time without immediate pressure.
- Using distraction, humour or redirection where appropriate.
- Offering sensory tools (e.g., stress balls, fidget items).
- Allowing movement breaks or access to calm spaces.
- Active listening and validating feelings (“I can see you’re upset and that’s okay”).
- Collaborative problem-solving (“What can we do to make this better?”).

Each learner’s preferred strategies are detailed in their individual Behaviour Support Plan.

Suspensions and Exclusions

Suspensions and exclusions are used **only as a last resort**, and only after all other interventions have been considered. Our priority is always reintegration and relationship repair rather than punitive removal.

When exclusion is unavoidable:

- It will follow current DfE statutory guidance. [GOV.UK+1](#)
- Parents/carers are informed immediately.
- A reintegration meeting is held on return, focusing on support not blame.
- Therapeutic or mentoring interventions are arranged to address underlying emotional needs.

Monitoring and Evaluation

The SLT monitors and analyses behaviour data regularly to identify patterns, support needs and policy effectiveness. Findings are shared with staff and governors to ensure continuous improvement. Feedback from learners, staff and families helps refine our practice and maintain a culture of learning, empathy and accountability.

[National Governance Association+1](#)

Restorative Plan Following a Serious Incident

1. Incident Recorded: staff or SLT completes a detailed factual account (context, behaviour, response).

Timeline: Within 24 hours

2. Parent/Carer Contact: SLT contacts parents/carers with a factual summary and outline of next steps.

Timeline: Within 24 hours

3. Learner Debrief: Key worker or therapist meets learner to discuss feelings, triggers and thoughts in a calm, supportive setting.

Timeline: Within 48 hours

4. Restorative Meeting: Learner, staff and parents/carers (where appropriate) meet to repair harm and agree key actions for moving forward.

Timeline: Within 1 week

5. Behaviour Plan Review: SENCO, SLT and any external professionals review and update the learner's Risk Assessment and Behaviour Support Plan.

Timeline: Within 2 weeks

6. Therapeutic Intervention: Counselling, mentoring or other specialist support is arranged to address underlying emotional needs.

Timeline: Ongoing as needed

7. Reintegration Plan: A personalised reintegration plan is implemented before a full return to learning, with agreed support and monitoring in place.

Timeline: Prior to full return

Related Policies

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- SEND Policy
- Equality and Diversity Policy
- Staff Code of Conduct
- Attendance Policy

Policy Lead	Melissa Wainman Director of Education
Date:	15th September 2025
Policy Review Date:	September 2026
Version:	1
Approval:	Trust-Education Group Board of Governors