



*Good Beginnings
Never End*

Relationships & Behaviour Policy

2026- 2027

Our Vision

At High View School, we are committed to creating a school where every child feels safe, valued, respected and able to achieve their full potential. We believe that positive behaviour, strong relationships and high expectations create the foundations for successful learning and personal development.

Our Behaviour Policy is built on a relational and trauma-informed approach, recognising that behaviour is a form of communication whilst maintaining clear expectations and accountability. We understand that children thrive when adults are calm, predictable, consistent and emotionally available.

Our aim is to develop children who embody our school values:

- **Be Happy**
- **Be Kind**
- **Be Tolerant**
- **Be Curious**
- **Be Confident**

These values sit alongside our three school rules:

Always Safe

We keep ourselves and others physically and emotionally safe.

Always Respectful

We treat others, ourselves, our environment and our learning with respect.

Always Ready

We come to school prepared, engaged and ready to learn.

A Relational and Trauma-Informed Approach

At High View School, we recognise that behaviour is a form of communication. Children's behaviour can be influenced by a range of factors, including developmental needs, attachment, trauma, adverse childhood experiences, emotional wellbeing, SEND, relationships and experiences outside school.

We believe that understanding behaviour helps us respond effectively; however, understanding behaviour does not mean excusing inappropriate behaviour. Whilst we seek to understand the reasons behind a child's actions, we maintain high expectations for conduct and support all children to meet those expectations.

Children need adults who are consistent, predictable, calm, emotionally available, fair, and respectful.

When children feel safe and connected, they are better able to learn, regulate their emotions and make positive choices.

We believe that children need both nurture and boundaries. Behaviour that falls below expectations will be addressed in a way that preserves dignity, strengthens relationships, and supports behaviour change.

The Three R's

The principles of **Regulate, Relate, Reason** underpin our approach to behaviour and wellbeing. We first support children to regulate their emotions, then strengthen relationships through connection and understanding, before encouraging reflection and reasoning to support learning, responsibility and positive behaviour change.

Principle	Purpose	What this means	Adult strategies and helpful language
1. Regulate	Help the child regain a sense of safety and emotional control so they are ready to engage and learn.	Children cannot learn or problem-solve effectively when overwhelmed by emotion. Adults support children to feel safe, feel calm and return to a regulated state.	Strategies: Using a calm voice; offering time and space; breathing exercises; sensory or movement breaks; providing reassurance; reducing demands temporarily; using visual supports or regulation tools. Helpful phrases: • "I can see this is difficult for you." • "You're safe. I'm here to help." • "Let's take a moment together." • "When you're ready, we'll work through this."
2. Relate	Build trust, connection and understanding so that children feel heard, valued and supported.	Children need positive relationships before they can fully engage in reflection and learning. Adults listen without judgement, show empathy, seek to understand and maintain connection.	Strategies: Active listening; showing empathy; acknowledging feelings; using restorative conversations; giving undivided attention; validating emotions while maintaining boundaries; using curiosity rather than assumption; maintaining a calm and non-confrontational approach. Helpful phrases: • "Can you help me understand what happened?" • "I can see why that felt frustrating." • "Thank you for talking to me about it." • "We can solve this together." • "I'm listening." • "I wonder...; I noticed...; I imagine..."
3. Reason	Support reflection, learning, restoration and positive behaviour change.	Once a child is calm and connected, adults help them understand the impact of their behaviour and	Strategies: Restorative questioning; exploring consequences and impact; revisiting expectations; problem-solving together; identifying triggers; teaching self-regulation and social skills; practising alternative responses; agreeing next steps and

		plan a better response. Adults reinforce expectations, encourage reflection, seek repair and restoration, and teach alternative behaviours.	repairing relationships where appropriate. Helpful phrases: • "What happened?" • "Who has been affected?" • "How can we put this right?" • "What could you do differently next time?" • "What can we learn from this?" • "What support might help you make a different choice next time?"
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Behaviour Expectations

All members of our school community are expected to demonstrate our values and follow our rules.

Always Ready	Always Respectful	Always Safe
Looking	Listen to others	Using equipment safely
Listening	Using manners and kind words	Moving around the school safely
Sitting with good posture and alert on the carpet	Kind hands and feet	Being aware of strangers and visitors
Sitting with good posture and alert at the table	Accepting opinions that are different from our own	
Resources ready	Accepting different cultures and religions	

Promotion of Positive Behaviour

Staff should aim to use recognition that is immediate, meaningful and proportionate. The most effective recognition is often specific verbal praise that identifies the behaviour being celebrated and links it to the school's values. Recognition should be inclusive and available to all children, celebrating effort, improvement, kindness, resilience and positive contributions to the school community, not solely academic achievement. Where possible, staff will endeavour to maintain a higher ratio of positive interactions to corrective interactions, helping to build strong relationships, reinforce expectations and create a positive learning environment.

Positive behaviours may be recognised in a variety of ways for example:

- Verbal praise.
- Specific feedback linked to the school's values or rules.
- Dojo points.

- Certificates.
- Whole class rewards.
- Positive phone calls, messages or conversations with parents/carers.
- Celebration assemblies.
- Additional responsibilities or leadership opportunities.
- Sharing work or achievements with another adult, class or senior leader.
- Displaying work in classrooms or around the school.
- Positive messages home via Dojo message or a postcard
- Being a positive role model for others.
- Opportunities to represent the school or support younger pupils.

Adults Behaviour Expectations

Adults Will...	Adults Will Not...
Create a safe, calm and nurturing classroom environment.	Create a climate of fear, shame or embarrassment.
Build positive relationships with all children.	Hold grudges or treat children differently because of previous incidents.
Greet children warmly and positively each day.	Ignore children or make them feel unwelcome.
Model the school's values and expected behaviours at all times.	Expect standards from children that they do not demonstrate themselves.
Remain calm, regulated and professional when responding to behaviour.	Lose their temper or engage in power struggles.
Listen carefully and respond respectfully to children's views and feelings.	Dismiss, belittle or ignore children's concerns.
Use restorative conversations to repair relationships.	Focus solely on blame or punishment.
Give clear, consistent expectations and instructions.	Use unclear, conflicting or inconsistent messages.
Notice, recognise and celebrate positive behaviour.	Withhold praise that is deserved because of previous behaviour choices.
Focus on the behaviour, not the child.	Label children as "naughty", "bad" or other negative terms.

Seek to understand the reason behind behaviour.	Make assumptions about a child's motives or intentions.
Support children to regulate emotions and make better choices.	Punish children for expressing emotions.
Offer appropriate choices and opportunities to succeed.	Set children up to fail or remove all opportunities for success.
Be fair, equitable and consistent.	Show favouritism or unfair treatment.
Use positive language and encouragement.	Use sarcasm, ridicule, humiliation or public shaming.
Treat every child with dignity and respect.	Speak about or to children in a disrespectful manner.
Work in partnership with parents and carers.	Contact parents only when something has gone wrong.
Seek support from colleagues when needed.	Manage significant incidents in isolation when support is available.
Recognise and respond to additional needs, including SEND and SEMH needs.	View behaviour solely as wilful disobedience without considering underlying needs.
Help children learn from mistakes and repair harm caused.	Expect children to "just know better" without support or guidance.

Behaviour Pathway

The behaviour pathway provides guidance for staff when responding to behaviour. Professional judgement should always be used and responses may vary according to a child's age, stage of development, SEND, individual circumstances and level of risk. The pathway is intended to promote consistency while allowing appropriate flexibility to meet individual needs.

Behaviour responses increase according to the severity, frequency, persistence and impact of behaviour.

Level	Examples	Adult Response	Possible Consequence/Repair
1 Low-Level Behaviour	Calling out, chatting, off-task behaviour, minor disruption, not following instructions first time, silly noises	Reminder of expectations, non-verbal cue, positive redirection, praise for correction	Verbal reminder and opportunity to self-correct. Positive acknowledgement when behaviour improves.

2 Repeated Low-Level Behaviour	Repeated Level 1 behaviours, intentionally disrupting learning time, refusal to engage in tasks, minor inappropriate language 'crap' 'idiot'	Clear warning with choices given, restorative discussion, reminder of expectations. Explore barriers and potential unmet needs.	Reflection time in classroom, approximately 10 minutes, or a space nearby, behaviour recorded if occurring more than twice within a week and parents informed at the end of the day/face to face/phone call.
3 Persistent Disruption	Continued refusal after support, causing significant disruption to learning, arguing with adults, disrespectful behaviour, repeated inappropriate language or swearing.	Calm, regulated response. Support to regulate following Three R approach, restorative conversation,	Reflection time in another class or designated space for the rest of the lesson/next transition point. Repair conversation later that day. Incident logged on CPOMs. Class teacher to inform parents.
4 Serious Behaviour	Leaving supervised area, threatening behaviour, discriminatory language, deliberate unsafe behaviour, misuse of equipment causing risk & repeated level 3 behaviours.	Support child to regulate, possible adult swap for fresh face, pastoral team involvement. Investigation by the member of staff who has dealt with the incident. Parent contacted and informed.	Loss of privilege (play/lunch) working in another classroom, supervised reflection time. Restorative meeting with class teacher and potential key stage leader. Implement or review of behaviour support plan. Incident record on CPOMS and inform SLT.
5 High-Risk Behaviour	Physical aggression causing injury, bullying, significant verbal abuse, deliberate property damage. Persistent unsafe behaviour. Leaving the school site without permission.	Immediate intervention to ensure safety. Call for SLT involvement. Trauma informed response. Support for all children affected, space to calm etc.	Parent meeting, behaviour support plan reviewed. Internal suspension or alternative provision within school. Restorative process when appropriate with individual and discuss/support for all children affected. Recorded on CPOMS, a discuss should be had on who is best place to make this record.
6 Critical Behaviour	Serious assault, intentional significant physical harm, serious damage to property, behaviour placing others at serious risk, severe bullying incident,	Immediate action to secure safety. Call for SLT/CPI. Trauma informed response, SLT to investigate. Use Trust SEMH support table to consider	Suspension in line with Trust policy, reintegration planning. Multi-agency support. Possible risk assessment. Restorative support work to be completed. SLT to review behaviour support plan.

	repeated high-risk behaviours despite interventions.	support and next steps.	
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Supporting Behaviour Incidents

Responding effectively to behaviour incidents is essential in helping children feel safe, understood and supported to make positive choices. During moments of dysregulation or difficulty, the way adults respond can significantly influence outcomes. Staff should remain calm, consistent and relational in their approach, paying careful attention not only to the words they use, but also to their tone of voice, pace, body language and overall adult presence. By maintaining clear boundaries alongside empathy, curiosity and respect, adults can help children regulate, reflect and successfully re-engage with learning and relationships.

Examples of how adults at High View may support and respond to behaviour incidents can be found in the Appendix.

Restorative Conversations

Where appropriate, children will be supported to reflect on behaviour through restorative discussions. Staff will carefully consider the most appropriate time, place and adult to facilitate the conversation, ensuring the child is emotionally regulated and ready to engage so that the incident is not inadvertently re-triggered. Staff will also use professional judgement to determine the appropriate length and pace of the discussion, adapting their language and approach to meet the child's age, understanding, communication needs and stage of development. The focus will be on understanding what happened, repairing relationships and supporting the child to make positive choices in the future. The key points from the restorative conversation should be summarised as part of the behaviour log on CPOM. See the appendix for examples and support of leading a restorative conversation.

Supporting Children with Special Educational Needs and Disabilities (SEND)

We are committed to ensuring that all children feel safe, valued, understood and able to succeed. We recognise that some children with Special Educational Needs and Disabilities (SEND) may experience additional barriers that can affect their behaviour, communication, emotional regulation and ability to meet expectations consistently.

The values, principles and expectations outlined in this policy apply to all children. However, we recognise that equality does not always mean treating every child in the same way. Where appropriate, reasonable adjustments and adaptations will be made to meet individual needs and ensure that behaviour is understood within the context of a child's developmental stage, additional needs, strengths and challenges.

Staff will seek to understand the function of behaviour and consider any underlying needs, including communication difficulties, sensory processing differences, social and emotional needs, trauma, anxiety, neurodiversity or other SEND-related factors. Through our **Regulate, Relate, Reason**

approach, we aim to support children in developing self-awareness, self-regulation and positive behaviour rather than relying on sanctions alone.

Adaptations may include:

- Adjusting expectations where appropriate to individual needs.
- Providing additional support for emotional regulation.
- Using visual timetables, prompts or communication aids.
- Offering sensory breaks, movement breaks or access to quiet spaces.
- Differentiating instructions and routines.
- Providing additional processing time.
- Implementing personalised behaviour support plans.
- Using alternative recording or reflection approaches.
- Working closely with families and external professionals to ensure consistency of support.

The SENDCo will work collaboratively with class teachers, teaching assistants, parents and carers to ensure that appropriate support strategies are in place and reviewed regularly. Where necessary, the SENDCo will also liaise with external agencies and professionals to help identify barriers to success, recommend effective interventions and ensure that provision meets the child's individual needs.

Where a child requires individual adaptations, these will be clearly documented and shared with relevant staff. Decisions will be informed by professional assessments, the child's Individual Support Plan (ISP) or Behaviour Plan (IBP), EHCP (where applicable), behaviour records and ongoing collaboration with parents, carers and specialist agencies.

Our aim is not simply to manage behaviour but to understand each child as an individual, remove barriers to success and provide the support they need to develop positive relationships, make good choices and thrive within our school community.

Supporting Younger Children (EYFS and KS1)

Young children are still developing:

- Emotional regulation
- Communication skills
- Social understanding
- Self-control

Adults will therefore place greater emphasis on co-regulation, modelling and explicitly teaching the skills needed for positive behaviour. Expectations will be communicated in ways that are appropriate to the child's age, stage of development and individual needs.

Adults may:

- Use clear, simple language and reduce the amount of verbal information given.

- Break instructions into small, manageable steps.
- Use visual prompts, picture clues and visual timetables to support understanding.
- Use stories, books and social stories to help children understand emotions, relationships, expectations and behaviour.
- Model appropriate language, emotional regulation and problem-solving strategies.
- Provide repeated opportunities to practise skills through play, discussion and guided interaction.

The adult may reinforce this learning through visual reminders, picture cards, role play or stories that model sharing and turn-taking.

Scenario	Purpose	Adult Response
Regulate	Help the child feel calm and safe.	<i>"Let's stop and take a breath."</i>
Relate	Acknowledge feelings and maintain connection.	<i>"You really wanted that toy."</i>
Reason	Teach the expected behaviour and a positive alternative.	<i>"We don't snatch. Let's ask for a turn."</i>

For younger children, the adult often carries much of the responsibility for regulating, relating and reasoning. Through consistent support, children gradually develop the language, understanding and self-regulation skills needed to manage their emotions, make positive choices and build successful relationships independently.

Behaviour Support for Individual Pupils

Where a child requires an individual Behaviour Support Plan, this will be developed through a collaborative approach. The class teacher, teaching assistants, Behaviour Lead and/or SENDCo will work together to develop a shared understanding of the child's strengths, needs, triggers and effective support strategies. Parents and carers will be actively involved in the process, and the plan will be shared with them to ensure a consistent approach between home and school.

Behaviour Support Plans will clearly identify agreed strategies, reasonable adjustments, desired outcomes and the responsibilities of those involved. Plans will be reviewed regularly to monitor progress, evaluate the effectiveness of interventions and make any necessary amendments in response to the child's changing needs. Parents and carers will be kept informed as part of the review process and invited to contribute to discussions about their child's ongoing support.

Reporting and Recording

Effective reporting and recording help us to identify patterns, monitor the effectiveness of support strategies and ensure the safety and wellbeing of all children. While most low-level incidents will be

managed through everyday restorative practice, significant incidents, repeated concerns, or safeguarding-related behaviours will be formally recorded.

Staff are expected to record behavioural incidents accurately, objectively and promptly on CPOMS, using clear, factual and professional language. Records should focus on what happened, who was involved, any known antecedents or triggers, actions taken by staff, and the outcome. Staff should avoid subjective or judgemental language and instead provide an accurate account of events.

Behaviour records on CPOMS are used to:

- Monitor patterns, trends and possible triggers.
- Inform appropriate support, interventions and reasonable adjustments.
- Support effective communication between staff, leaders, parents and carers.
- Ensure consistency in approaches to behaviour across the school.
- Contribute to safeguarding and pastoral support where appropriate.
- Evaluate the impact of behaviour support plans and interventions.

Serious incidents, including those involving physical aggression, discriminatory language or behaviour, bullying, prejudice-based incidents, damage to property, unsafe behaviour, or safeguarding concerns, must be reported to a member of the Senior Leadership Team and recorded on CPOMS in line with school procedures.

Where behaviour is causing ongoing concern, leaders will work collaboratively with staff, parents and carers, and external agencies where appropriate, to develop a shared understanding of the child's needs and identify strategies that support positive behaviour change.

Behaviour records will be reviewed regularly by leaders to identify individual, group and whole-school trends, ensuring that support is timely, effective and equitable. The purpose of recording behaviour is not to assign blame, but to help us better understand children's needs, strengthen relationships and promote positive outcomes for all children.

All behaviour incidents recorded on CPOMS should reflect our Regulate, Relate, Reason approach, evidencing not only the behaviour displayed but also the support, intervention and restorative actions taken to help the child understand themselves, reflect on the impact of their actions and achieve positive behaviour change.

Restrictive Physical Intervention

At High View, we are committed to creating a safe, nurturing and inclusive environment where positive relationships, early intervention and de-escalation strategies are used to support children in managing their behaviour. Restrictive Physical Intervention (RPI) will only be considered as a last resort when there is an immediate risk of harm to a child, another person, or where there is a significant risk of serious damage to property. Wherever possible, staff will seek to prevent situations from escalating by using the relational, restorative and supportive approaches outlined within this policy, including co-regulation, redirection, de-escalation and positive behaviour support strategies.

The use of Restrictive Physical Intervention at High View will always be in accordance with the Trust's Restrictive Physical Intervention Policy and associated guidance. Staff will ensure that any intervention is lawful, necessary, reasonable, proportionate and in the best interests of maintaining the safety and wellbeing of all involved.

Only staff who have received appropriate and accredited training are authorised to use restrictive physical intervention. At High View, trained staff use approaches from the Crisis Prevention Institute (CPI) Safety Intervention programme, which provides practical strategies to prevent, de-escalate and safely respond to behaviours that present a risk of harm. The CPI approach is centred on preserving the safety, dignity and wellbeing of everyone involved, while maintaining positive relationships and promoting the least intrusive response possible.

The use of restrictive physical intervention is guided by the principle of using the least restrictive option for the shortest amount of time necessary to maintain safety. Staff are trained to assess risk, exercise professional judgement and prioritise preventative and de-escalation strategies before considering any form of physical intervention. Where restrictive physical intervention is required, it will always be reasonable, proportionate, necessary and in line with the Trust's policy, procedures and reporting requirements.

Staff Development

At High View, we recognise that positive behaviour support relies on knowledgeable, skilled and reflective adults. All staff will receive ongoing professional development in trauma-informed practice, attachment-aware approaches, de-escalation strategies, restorative practice, positive behaviour support, SEND and neurodiversity, emotional regulation and safeguarding. This training ensures that staff are equipped to understand behaviour as communication, respond consistently and meet the diverse needs of all children.

In addition to formal training, staff will be supported through coaching and mentoring, reflective practice opportunities, team discussions and professional dialogue. Following significant incidents, appropriate support and debrief opportunities will be provided from internal staff or outside agencies to promote staff wellbeing and continuous learning. High View is committed to developing a culture of reflection, collaboration and professional growth, enabling staff to provide safe, effective and nurturing support for all children.

Partnership with Parents and Carers

At High View, we believe that positive behaviour is best supported through strong, trusting and collaborative relationships between home and school. We recognise that parents and carers are a child's first educators and that working together is essential in promoting positive outcomes for every child. We are committed to maintaining open, respectful and honest communication, ensuring that successes, concerns and challenges are shared in a timely and supportive manner. Parents and carers are encouraged to support the school's expectations, reinforce positive behaviour and attitudes at home, communicate any concerns promptly and work in partnership with staff to identify effective strategies when difficulties arise.

We also value opportunities to celebrate children's achievements together, recognising that a consistent and relational approach between home and school helps children feel secure, supported and successful.

Searching, Screening and Confiscation of Prohibited Items

The safety and wellbeing of pupils and staff is paramount. In accordance with statutory guidance, only the Headteacher or authorised members of staff may conduct a search of a pupil or their possessions. At High View School, this includes the Headteacher, Deputy Headteacher and Assistant Headteacher. Authorised staff may search a pupil where there are reasonable grounds to suspect that they are carrying a prohibited item or an item that may pose a risk to the safety, welfare or learning of others. Before any search takes place, staff will consider the urgency of the situation and any potential risks to pupils or staff.

The Designated Safeguarding Lead (DSL), or Deputy DSL, will be informed of any search where there are reasonable grounds to suspect that a pupil is in possession of a prohibited item or where the search raises a safeguarding concern. Where a safeguarding risk is identified, appropriate action will be taken without delay.

Prohibited Items

The following items are prohibited in school:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco products, cigarette papers and vapes.
- Fireworks.
- Pornographic or indecent images.
- Any item that is reasonably suspected of being used:
 - * to commit an offence;
 - * to cause injury to any person; or
 - * to damage property.

Any prohibited, illegal or potentially harmful items found during a search will be confiscated and dealt with in accordance with statutory guidance and safeguarding procedures. Where necessary, the police or other external agencies may be informed.

All searches will be conducted in a manner that is lawful, proportionate, respectful and mindful of the age, needs and vulnerabilities of the child, including any SEND or safeguarding considerations.

Our Commitment

At High View School, we believe that every child can succeed when they experience positive relationships, clear boundaries and consistent support. By helping children to Regulate, Relate and Reason, and by promoting our values of being Happy, Kind, Tolerant, Curious and Confident, we create a school community where everyone is encouraged to Always Safe, Always Respectful and Always Ready every day.

Appendix

Individual Behaviour Support Plan



My behaviour support plan

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Stage of regulation	What might I do?	What can you say to help? (Verbal & Paraverbal)	What can you do to help? (Non verbal)
5 I am not being safe and need help	•	•	•
4 I do not feel safe I need support	•	•	•
3 I feel dysregulated:	•	•	•
2 Something is bothering me I don't like it	•	•	•
1 I am calm and am ready to learn	•	•	•

Trust Behaviour Principles

As a trust, we have high expectations that support the development of our pupils as responsible citizens, able to participate democratically in their community. The purpose of our principles is to give guidance and build consistency of approach across our schools in developing the Trust's behaviour and relational policies. The Trust Board expects any policy or actions to be in accordance with their responsibility under equality legislation. These principles align with the trust values of aspiration, excellence, collaboration, inclusivity, kindness and respect.

LAT Behaviour Principles	LAT Child-Speak Behaviour Principles
1. Learning Academies Trust is a fully inclusive trust. A relational approach should ensure that everyone is free from discrimination, harassment, victimization of any sort.	1. Everyone is welcome in our Trust. All adults and children ensure that no one is left out or bullied because they are different.
2. We will strive for every pupil to be educated in a safe and calm environment where they feel valued, listened to and respected.	2. We want all children to be taught in a safe and calm place where they feel looked after, listened to and respected.
3. Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.	3. Bullying or being mean is not allowed, even if it is at outside of school or online.
4. Pupils should be encouraged to be accountable for their actions and the potential impact on themselves and others.	4. Children are shown that they are responsible for their actions and aware of the affect that they can have on others.
5. Our schools will work in partnership with parents/carers to develop and promote positive behaviours. They will seek advice from appropriate outside agencies wherever necessary.	5. Our schools will work together with our families to help with our good behaviour in school and find suitable support if needed.
6. The development of empathetic language enables children to express and describe their feelings and their emotions.	6. In our schools, adults help us to explain our thoughts and feelings by helping us to understand.
7. Natural consequences and a restorative approach should be used to enable a pupil to reflect on and learn from a situation and to make reparation wherever possible.	7. We are encouraged to think about our behaviour, to understand it better and learn. We know how we need to reflect and grow from our experiences.
8. Through careful planning and the progression through the PHSE curriculum, pupils should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.	8. Our lessons in school teach us to understand ourselves and how we think. We learn how we can become stronger people, how to try hard when things are difficult and how to think about other people's feelings.
9. Adults need to be emotionally available to all children and should model, maintain, encourage and promote positive behaviour and the principles of fairness and justice.	9. Adults are kind and caring to all children. They show good behaviour, treat everyone fairly and help children to do the same.

10. High expectations for positive behaviour and attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners.	10. We expect children to have good behaviour and to try their best; this helps them grow into confident, strong and happy learners.
11. The trust and schools are committed to developing a highly-trained and skilled staff team. These will be based upon a range of research-led approaches and current practices, including Trauma Informed Approach and PACE.	11. Our schools promise to have teachers and staff who are well-trained to help children to the best of their ability. They use ideas that are based on research, like understanding feelings and building trust.
12. Suspension and the reintegration process can be used as an effective tool for schools to use in reviewing provision for children, while working in partnership with families and taking a multi-agency approach.	12. Some children may be suspended from school sometimes. If this happens, the school will talk with families and other adults about how to help the child return to school.
13. Exclusions from any of our academies are a last resort, and will be issued in accordance with trust policy and DfE guidance.	13. Occasionally, a child may be told they can no longer come to the school. This is called a permanent exclusion.
14. Provision for support in our schools might vary based on the resources available.	14. The support that children get in our schools may vary. This depends on who and what is available in each of our schools.

‘Believe you can. Together we will.’

Supporting with an incident

Helpful language when arriving at an incident

Situation	Supportive Language
Child is distressed	"I'm here to help."
Child is angry	"You're safe. I'll stay with you while we work this out."
Child is dysregulated	"Let's take this one step at a time."
Child is refusing	"I wonder what is making this difficult at the moment?"
Child is arguing	"I'm listening. Help me understand."
Child has made an unsafe choice	"My job is to keep everyone safe."
Child is overwhelmed	"You don't have to talk right now. Let's focus on feeling calm first."
Child is embarrassed	"We can talk about this privately."
Child is upset with another child	"Let's work out what happened and how we can move forward."
Child is beginning to regulate	"Thank you for working with me."

In-the-moment language

Avoid Saying...	Try Saying...	Purpose
"What's wrong with you?"	"I wonder what's happened?"	Shows curiosity rather than judgement.
"Calm down."	"I'm here to help you feel calm and safe."	Co-regulates and provides reassurance.
"Why did you do that?"	"Can you help me understand what happened?"	Encourages reflection without blame.
"Stop it now!"	"I'm going to help you make a safe choice."	Maintains the boundary while offering support.
"You know better than this."	"Something seems to be making this difficult right now."	Focuses on the need rather than the behaviour.
"If you don't stop..."	"You have a choice. You can... or..."	Promotes autonomy and clear boundaries.

"You're being rude."	"I've noticed the way we're speaking isn't respectful right now."	Separates the child from the behaviour.
"Don't argue with me."	"Let's slow things down so I can understand."	Reduces escalation and encourages dialogue.
"You always..."	"Today I've noticed..."	Avoids labelling and focuses on the present incident.
"You need to sort yourself out."	"Let's work through this together."	Reinforces connection and support.
"What is your problem?"	"I can see something is difficult right now."	Acknowledges the child's experience.
"There's nothing to be upset about."	"I can see this feels important to you."	Validates feelings without agreeing with behaviour.
"You've made a bad choice."	"That wasn't a safe or helpful choice. Let's think about what we can do next."	Focuses on learning and repair.
"Go away until you've calmed down."	"Let's find a space where I can help you feel calmer."	Maintains connection during regulation.
"You're fine."	"I can see you're finding this hard."	Shows empathy and understanding.

Reinforcing expectations and relationships

Purpose	Example Language
Encouragement	"I know you can do this."
Building confidence	"I believe you can put this right."
Supporting positive choices	"Let's make a better choice together."
Reinforcing expectations	"Our rule is to be respectful."
Recognising effort	"Thank you for trying, even when it felt difficult."
Acknowledging positive behaviour	"I noticed how you helped to solve that problem."
Celebrating repair	"Thank you for fixing that."
Offering a fresh start	"Everybody gets a fresh start."
Maintaining boundaries	"I'm holding this boundary because I care about you."

Balancing support and accountability	"You are not in trouble, but we do need to sort this out."
Showing empathy	"I can see you're having a hard time. I'm here to help."
Building connection	"We can get through this together."
Separating the behaviour from the child	"That behaviour was not okay, but you are important to us."
Supporting reflection	"When you're ready, we'll work out what to do next."
Recognising regulation	"I can see you're working hard to stay calm."

Adult Presence During Behaviour Incidents

Area	Adults Should...	Adults Should Avoid...	Why It Matters
Physical Presence	Approach calmly, steadily and confidently.	Rushing towards a child or appearing flustered.	Helps children feel safe and reduces the likelihood of escalation.
Body Position	Stand at an angle or side-on where possible.	Standing directly over a child or invading personal space.	Feels less threatening and supports engagement.
Eye Contact	Use warm, natural eye contact appropriate to the child's needs.	Staring, glaring or demanding eye contact.	Maintains connection without creating additional pressure.
Facial Expression	Keep expressions calm, neutral and reassuring.	Frowning, showing frustration or rolling eyes.	Children often mirror adult emotions and reactions.
Movement	Move slowly and deliberately.	Sudden movements, pointing or abrupt gestures.	Reduces perceived threat and promotes regulation.
Personal Space	Respect the child's need for space while maintaining appropriate supervision.	Crowding, cornering or blocking exits unless safety requires it.	Supports feelings of safety and autonomy.
Gestures	Use open and welcoming gestures.	Finger pointing, hands on hips or aggressive postures.	Open body language communicates support rather than confrontation.
Tone of Voice	Use a calm, warm and measured tone.	Raising your voice, sounding irritated or sarcastic.	The emotional tone is often received before the words themselves.

Volume	Speak quietly and clearly.	Competing with shouting by becoming louder.	Children often lower their voices when adults do.
Pace of Speech (Paraverbal)	Speak slowly and allow processing time.	Speaking rapidly or giving multiple instructions at once.	Supports understanding and regulation.
Choice of Words	Use simple, clear and supportive language.	Overloading children with questions or lengthy explanations.	Dysregulated children process less information effectively.
Listening	Show genuine curiosity and listen actively.	Interrupting, dismissing or debating feelings.	Helps children feel heard and understood.
Emotional Regulation	Model self-regulation and remain composed.	Displaying anger, frustration or anxiety.	Adults set the emotional tone of the interaction.
Boundaries	Maintain clear, calm and consistent expectations.	Making threats, ultimatums or engaging in arguments.	Boundaries feel safest when delivered calmly and consistently.
Ending the Interaction	End with reassurance, next steps and a fresh start.	Continuing to revisit the incident once it has been resolved.	Promotes restoration and allows children to move forward

Restorative Conversations

Adults may use questions such as those below, adapting them to meet the child's age, communication needs and level of understanding.

Restorative Question	Purpose
What happened?	Allows children to explain events from their perspective and feel heard.
What were you thinking or feeling at the time?	Develops emotional literacy and encourages self-awareness.
How are you feeling now?	Supports reflection and helps children recognise how emotions can change over time.
Who has been affected by what happened?	Builds empathy and understanding of the impact of behaviour on others.
How do you think they might be feeling?	Encourages perspective-taking and consideration of others' experiences.

What could have been done differently?	Promotes problem-solving and reflection on choices.
What can we do to put this right?	Encourages accountability and repair of relationships.
Is there anything you need to help you make a better choice next time?	Identifies barriers and explores support strategies.
What will you do differently next time?	Promotes learning, responsibility and future success.
How can we move forward positively together?	Reinforces belonging, restoration and a fresh start.



High View School

One Page Behaviour Overview

Connection Before Correction

Stage	Purpose	What Adults Will Do	Example Language
REGULATE 	Help the child feel safe and calm.	- Stay calm - Reduce demands - Give time and space - Use a reassuring tone	"You're safe." "I'm here to help." "Let's take a moment together." "When you're ready, we'll work through this."
RELATE 	Maintain connection and strengthen relationships.	- Listen - Show empathy - Be curious - Preserve dignity	"Help me understand." "I'm listening." "I can see this feels difficult." "We can work through this together."
REASON 	Support reflection, repair and learning.	- Explore what happened - Consider impact - Repair relationships - Plan next steps	"What happened?" "Who has been affected?" "What can we do to put this right?" "What will you do differently next time?"

Adult Reminders

Do		Avoid	
Stay calm	Speak slowly	Shouting	Public correction or humiliation
Use a warm, reassuring tone	Give processing time	Arguing	Power struggles
Maintain clear boundaries	Focus on safety	Sarcasm	Labelling the child rather than the behaviour

The 3 Vs of Communication	Examples
Verbal <i>What you say</i>	Clear, supportive and respectful language.
Paraverbal <i>How you say it</i>	Calm tone, low volume and slow pace.
Non-Verbal	Open posture, calm facial expressions, appropriate personal space and slow movements.

OUR BEHAVIOUR PATHWAY

We all make mistakes. Adults help us get back on track.



What it looks like

- Listening
- Learning
- Following instructions

Adults will

- Notice success
- Encourage you
- Celebrate good choices



1 REMINDER

What it looks like

- Calling out
- Chatting
- Forgetting instructions

Adults will

- Give a reminder
- Use a quiet prompt
- Help you refocus



2 THINK AGAIN

What it looks like

- Repeating the behaviour
- Distracting others
- Unkind words

Adults will

- Give a warning
- Remind you of expectations
- Offer support



3 REFLECTION

What it looks like

- Continuing to disrupt learning
- Repeated poor choices
- Not following guidance

Adults will

- Help you feel calm
- Talk things through
- Help you restart positively



4 SERIOUS CHOICES

What it looks like

- Unsafe actions
- Hurtful language
- Leaving where you should be

Adults will

- Keep everyone safe
- Seek additional support
- Contact home if needed



5 UNSAFE BEHAVIOUR

What it looks like

- Hurting others
- Bullying
- Deliberate damage

Adults will

- Act immediately
- Support everyone involved
- Work with families



6 HIGH-RISK BEHAVIOUR

What it looks like

- Serious unsafe behaviour
- Putting others at risk
- Repeated dangerous choices

Adults will

- Involve senior leaders
- Create a support plan
- Work with families and professionals



ALWAYS
READY



ALWAYS
RESPECTFUL



ALWAYS
SAFE



OUR BEHAVIOUR PATHWAY

We all make mistakes. Adults help us get back on track.



LEVEL	WHAT IT LOOKS LIKE	ADULTS WILL	WHAT HAPPENS NEXT?
 READY TO LEARN	- Listening carefully - Staying focused - Following instructions - Showing respect	- Notice success - Encourage you - Celebrate positive choices	You're ready to learn and achieve your best. 
1 REMINDER	- Calling out - Chatting when someone is talking - Being off task - Forgetting instructions	- Give a reminder - Use a quiet signal or prompt - Help you refocus	You have the chance to make a better choice. Adults will notice and praise you when you do. 
2 WARNING	- Repeating previous behaviour - Distracting others from learning - Refusing to join in - Using unkind words	- Give a clear warning - Remind you of expectations - Help you make a better choice	Time to stop and think. We may tell your parents if this keeps happening. 
3 REFLECTION	- Continuing to disrupt learning - Arguing with adults - Refusing support - Repeated disrespectful language	- Help you feel calm - Have a restorative conversation - Support you to put things right	You may spend some time working in another space. We will talk later about how to repair the situation. Your parents will be informed. 
4 SERIOUS CHOICES	- Leaving where you should be - Threatening others - Discriminatory language - Unsafe use of equipment	- Keep everyone safe - Involve additional adults - Contact home if needed	You may miss part of playtime or lunchtime. We will meet to discuss how to move forward. Extra support may be put in place. 
5 UNSAFE BEHAVIOUR	- Hurting someone - Bullying - Deliberate damage - Repeated unsafe behaviour	- Act immediately - Involve senior leaders - Support everyone affected	A meeting with parents. A review of support plans. Time away from your usual class may be needed. 
6 HIGH-RISK BEHAVIOUR	- Serious physical harm - Putting others at serious risk - Serious bullying - Repeated dangerous choices	- Involve senior leaders - Work with families - Create an individual support plan	A suspension may be required. A reintegration plan will be created. Additional support will be put in place. 



**ALWAYS
READY**



**ALWAYS
RESPECTFUL**



**ALWAYS
SAFE**

