



Greys Education Centre

Aspirational • Collaborating

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 19: You have the right to be protected from being hurt and mistreated, in body or mind.

Article 37: No one is allowed to punish you in a cruel or harmful way.

Behaviour for Learning Policy

Policy Status: Statutory

Review Cycle: Annually

Owner: Headteacher

Date: September 2025

Approved by: Local Governing Board

Date: September 2025

Review Date: September 2026

Policy Statement

Greys Education Centre strives to create a school community which is trauma informed. This trauma informed approach is embodied by our aspiration to build a nurturing and caring ethos which permeates our school environment. We have developed a behaviour for learning policy which places relationships as the cornerstone for children/young people to thrive, both academically and in relation to their wellbeing.

Occasionally, the use of positive handling will be needed to manage physically challenging behaviour. The guidance for this can be found in our policy "the use of Positive Handling to Manage Physically Challenging Behaviour."

This policy should be read in conjunction with:

- [Working Together to Safeguard Children 2023](#)
- [Keeping Children Safe in Education 2024](#)

Legislation and statutory requirements

The Executive Principal, Headteacher and SLT must maintain a safe environment within Greys Education Centre. This is dependent upon maintaining high standards of care and control.

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) code of practice](#)

Policy Aims

- To ensure that all members of the school community feel safe;
- To encourage relationships between all members of the school community that facilitate effective learning;
- To allow children/young people to develop a strong sense of morality that allows that to take on board the thoughts and feelings of others;
- To teach children/young people how to communicate their thoughts and feelings in a way that would be beneficial in their adulthood.

Purpose of the Behaviour for Learning Policy

To provide guidance to staff and learners that can be:

- Accessible and applicable at all levels within the educational setting;
- Used to create and embed a nurturing, inclusive whole school ethos that reflects the aims of the policy;
- Monitored and evaluated as part of a plan-do-review cycle, with input from children/young people, parents/carers and governors.

Pupil Expectations

- We are empathic and kind;
- We keep ourselves and others safe
- We are ready to engage in all aspects of school life

Staff Expectations

- We value our relationships with children/young people and their families;
- We strive to understand the function behind a child/young person's behaviour;
- We consistently model the behaviour we wish to see;
- We always give children/young people a fresh start as required;
- We ensure that we support and implement the agreed trauma informed approaches;
- We use trauma informed language in our daily routine

Environmental Consistency

At Greys Education Centre, we recognise that consistency and routines help children and young people to feel safe. We aim to ensure that:

- All school staff have read the school's behaviour policy and feel confident in applying the policy;
- We refer to the school expectations **(Ready, Respectful, Safe)** every time we provide feedback or discipline, in which we explain how a behaviour has/has not embodied these expectations;
- All school staff are aware of the strategies being used to support individual children/young people with additional needs.

Classroom conditions might well be responsible for encouraging or reinforcing inappropriate behaviour:

- Does the physical arrangement of the classroom provide proper seating arrangements and free flowing movement patterns for pupils?
- Are pupils able to see and hear when the teacher speaks?
- Are the instructional materials and objectives appropriate for individual pupils? Is interest level high?
- If inappropriate behaviour is occurring, then it is necessary to determine what events or conditions in the classroom environment are reinforcing these behaviours?

Adaptions

It must be recognised that the pupils at Greys Education Centre have a variety of needs and challenges. These could include emotional and behavioural and, in some cases, physical health and learning difficulties. These difficulties may make their behaviour unpredictable; it can sometimes be dangerous and aggressive. For such pupils, it is impossible to prescribe a course of action for every eventuality.

- We will adapt our Behaviour for Learning Policy as appropriate to the needs of all children/young people within our school setting. We will inform parents/carers during admissions meetings about this approach for them to understand that 'being fair' is not about everyone getting the same but about everyone getting what they need.
- Children/young people have a wide range of individual needs which change over time. As such, children/young people require flexible approach within an overall structure of consistency.
- A graduated response to behaviour (please see table below) allows staff to support children/young people according to their current level of need. Given that Greys Education Centre views behaviour as a communication of need, frequent behaviour will be seen as an indication that level of support may need to be increased.



STEP 1



Verbal Warning

Your teacher will give you a warning about your behaviour and support you to get back on track.

STEP 2



Reset

You will be given time to step outside the classroom to reset and regulate. Your STA will come with you to support.

STEP 3



Sanctuary

If your behaviour continues, your teacher will ask for you to be taken to 'Sanctuary'.

STEP 4

Learning Recovery Time

If you refuse to attend 'Sanctuary' you will have to attend Learning Recovery on a Friday

Further Steps

It is accepted that further steps will sometimes be necessary to deal with unacceptable and/or dangerous behaviour. These may include:

- Loss of privileges;
- Restriction of access to activities outside Greys Education Centre e.g. visits, trips, etc if health and safety becomes a concern;
- Withdrawal from leisure activities;
- Pastoral Support Plan
- If the welfare or education of others has been seriously compromised, it may be necessary to issue a Suspension. In exceptional circumstances a permanent exclusion may be considered.

*Please see Appendix 1 for an overview of possible behaviours and consequences/outcomes.

Use of Exclusion

Greys Education Centre recognises the potentially detrimental impact of exclusion and consequently avoids using any form of exclusion to respond to behaviour that challenges us. To avoid exclusions, we:

- Identify and meet the need being communicated through a behaviour at the earliest opportunity;
- Use restorative conversations alongside the child or young person to reflect on triggers, thought, feelings and what might help in the future;
- We work with feeder schools, parents and pupils to outline areas of need which are supported through One Page Profiles and personal targets;
- One Page Profiles, combined with Individual Risk Assessments highlight pupil's motivators and triggers which are used to inform planning;
- Banned items include (but not restricted to): weapons, lighters, vapes, smoking and/or paraphernalia;
- Mobile phones are to be handed into the office;
- Pupils will be subject to screening and searching as per Greys Safeguarding Policy.

On the rare occasion that exclusion is used, we will:

- Maintain contact with the child or young person and their family throughout the process.
- Use Restorative Practice to structure reintegration meetings and reduce blame;
- Hold a restorative group for staff involved in supporting the child or young person;
- Place the child/young person's voice at the heart of each step of the process.

Working with other agencies

Greys works closely with other agencies including (but not limited to) Early Help, CAMH, SEND, YOT. Where Greys are concerned about an increase in challenging behaviour, referrals to these agencies may be made. This is usually in conjunction with parents to submit an Early Help Assessment.

Disciplining beyond the school gates

Pupils are expected to behave respectfully and appropriately in taxis and other transport. Where behaviour outside of school is highlighted with SLT, Greys will act accordingly in line with this policy.

Support After Positive Handling Incident

Positive handling can be distressing for both adults and the pupil who is involved. It can also be distressing to observe an incident where Positive Handling has been necessary. Key staff will always debrief with the pupil, including conversations with parents. Staff will be part of a debrief conversation (see Appendix 4).

Debrief with pupil

All pupils should be offered a debrief. It is important that this support is provided when the pupil has calmed sufficiently to be able to reflect on what has happened. This may be as much as 90 minutes or more after the event has finished. One framework that can be used to support a pupil debrief is The Life Space Interview (LSI – Appendix 3).

Cyber-bullying

The impact that cyber-bullying may have on pupils is taken very seriously. Where appropriate outside agencies will be involved in helping to deal with it.

Cyberbullying can include:

- Sending threatening or abusive text messages;
- Creating and sharing embarrassing images or videos;
- Trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games;
- Excluding children from online games, activities or friendship groups;
- Shaming someone online;
- Setting up hate sites or groups about a particular child;
- Encouraging young people to self-harm;
- Voting for or against someone in an abusive poll;
- Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name;
- Sending explicit messages, also known as sexting;
- Pressuring children into sending sexual images or engaging in sexual conversations.

Online abuse is any type of abuse that happens on the internet. It can happen across any device that is connected to the web, like computers, tablets and mobile phones.

It can happen anywhere online, including:

- Social media
- Text messages and messaging apps
- Emails
- Online chats
- Online gaming
- Live-streaming sites.

Child-on-Child abuse

Staff must be aware that children can abuse other pupils, including through:

- Bullying (including cyber-bullying)
- Physical abuse
- Sexual violence and sexual harassment
- Homophobic, biphobic and transphobic abuse
- Gender based violence.
- Upskirting
- Sexting
- Initiation/hazing type violence and rituals
- Coercive control exercised through pupils

Staff will be aware of Adverse Childhood Experiences (ACES) and the impact that these have on behaviour.

Staff Induction, Development and Support

All staff have an induction programme upon entry. They work closely with SLT and the classroom-based staff to get to know pupils rapidly to ensure consistency across lessons. The INSET programme is organised as part of the whole school development plan. Effective behavioural management will be an ongoing review process within this plan. Both external and 'in-house' experts deliver INSET. Planning for INSET is generally on an annual basis, but when specific situations arise, shorter term planning will sometimes be necessary.

Training

The programme of courses attended by staff is developed by the Senior Leadership team bringing to the notice of staff published courses and determining priorities with individual staff members. All classroom-based staff are Team Teach/Praise Trained and this is updated on a regular basis.

Published Guidance

The Senior leadership team will bring to the notice of staff any official publications on behaviour management. They will regularly update the staff on legal guidance and information received from the DFE. Union members are advised to pay attention to guidance from their unions.

Support for Staff

It is recognised that staff working with pupils who frequently present with challenging behaviour are subjected to a considerable amount of both physical and emotional stress. Support for staff will be provided in the following ways:

- Regular team/full staff meetings to share experiences and feelings and discuss problems;
- Feedback on performance i.e. endorsement/approval of appropriate response/action;
- Debriefing after particularly difficult incidents with an appropriate member of the Senior Leadership team;
- Time alone to regain composure and for therapeutic cup of tea/coffee after particularly challenge incidents;
- Careful planning by Senior Leadership (in consultation with staff) for movement around groups. This supports CPD across groups;
- No person on a work experience placement, or similar, should ever be left in sole charge of pupils.

Recording of Procedures

- Challenging Behaviour is logged via ClassCharts. These are reviewed by SLT. Parents also have access to these records as they are updated live;
- More serious incidents are recorded on CPOMS;
- All racist, bullying, child on child abuse, sexist / sexually inappropriate, homophobic, biphobic and transphobic incidents must be recorded on CPOMS;
- Suspensions are recorded on CPOMS and reported to the LA;
- Any serious incident that has resulted in the need for positive handling must be recorded using the online forms (see Appendix 3)
- Incidents that result in injuries, accidents or near miss are recorded by the designated Administration Assistant:
 - The incident, accident near miss report forms need to be filled in as soon as possible and passed to the designated Administration Assistant. The books with these forms are kept in the office. These forms should not be filled in by the injured person. There are guidelines in each book regarding the filling in of these forms.
- ALL online forms can be accessed on SharePoint;
- Positive behaviour is recognised verbally, using reward systems such as: Badges/Pom-poms/Postcards home/ClassCharts Shop/5* Friday

Appendix 1

Behaviour and Logical Consequence Table

Behaviour	Intervention	Suggested Logical Consequence
Level 1: Behaviours are 'containable issues' that can be dealt with by independent action from staff.		
• Swearing • Teasing • Shouting • Refusal • Speaking out of turn • Inappropriate uniform • Minimal effort • Repeated low level disruption • Lack of effort in class • Repeated lateness to lesson • Unauthorised use of equipment At this level, staff should always aim for positive solutions. Repeated behaviour at this level would be reflected in the points system on ClassCharts.	• Offered sensory stimulus • Redirected to a different task • Planned ignore • Set a positive target for next lesson • Offer choice 'either'/'or' • Consider the appropriateness of lesson/tasks • Consider appropriateness of learning style • Discussion between individual and class teacher • Positive reinforcement	• Move seats within class • Warning • Reset • Learning recovery to catch up on missed work • Rule expectation reminder
Level 2: These are behaviours that warrant a more 'official' or 'formal' intervention and possibly involvement of another member of staff for support.		
• Throwing objects • Threats of violence • Verbal aggression • Repeated Level 1 behaviours • Internal truancy • Leaving site • Graffiti or vandalism • Intimidating behaviour towards peer These behaviours are captured on ClassCharts and may also require CPOMS report if there is a Safeguarding concern.	• Phone call home from classroom teacher • 1-2-1 discussion • Review of OPP • Placed on Report – monitored by Form Tutor • Allocate intervention during Skills • Setting targets with appropriate goal • Possible external agency involvement	• Daily meeting with tutor for set time • Contact with home • Learning Recovery • Sanctuary • Social time break • Community Service • Report • Potential meeting • Parental meeting with tutor • PSP

Level 3: Escalation in behaviour within school		
• Inappropriate anti-social behaviours are now present. • Deliberate disruption/destruction of property • Physical attack • Racism • Bullying • Smoking/vaping • Frequent refusal to follow the policy • Theft • Discriminatory behaviour • Possession of a banned item Level 3 behaviours must be supported by a detailed CPOMS report. If positive handling is used it must be logged.	• Parental meeting with SLT • Risk of escalated sanctions • Review of OPP • Daily report to SLT • SEND pathway update •	• Focus meeting with all staff involved • Meeting with SLT • Behaviour contract • On report to SLT • PSP • 121 • FTS • LA involvement

Other suggested Interventions

Planned ignoring

Some behaviours (e.g. blowing bubble gum) have limited power and will soon fade away if it is not nourished or replenished.

Simply ignoring these attention-getting behaviours will stop behaviours. The teacher, must however, know the pupil and know that the behaviour will not spread to other pupils.

Signal Interference

Many teachers use non-verbal signs to show disapproval of certain behaviours. Some non-verbal techniques are:

- Eye-contact
- Hand gestures
- Coughing or clearing the throat
- Facial expressions – frowning

These non-verbal techniques seem to be most effective at the beginning stages of escalating behaviour.

Proximity control

By standing near a pupil who is having some difficulty, the pupil will gradually control his/her regulation. The teacher becomes a source of protection and strength. This makes identification easier.

Note

A good thing about planned ignoring, signal interference and proximity control is that these techniques are not embarrassing to the pupil. All three can be used whilst carrying on the class lesson.

Interest boosting

Showing interest in the pupil's work or saying something quietly about the pupil's personal interest could help change poor behaviour. This shows the pupil that the teacher is a real person who values them and their successes.

Tension diffusion through humour

A humorous comment can penetrate a tense situation. This clears the air and makes everyone feel more comfortable. It is not always appropriate.

Hurdle help

Disturbing behaviour is not always the result of an inner problem. Sometimes the pupil is frustrated by the immediate classroom task. Provide the pupil with help before he/she starts to act out and the situation gets out of control. A good technique is to ask the pupil that has a confused or puzzled look on their face if he/she understands the questions/work.

Restructuring the classroom programme

Teachers must control the learning programme/curriculum and lessons will be planned with pupils' personal targets and needs in mind. It is important to have well planned activities.

Support through routine

Pupils need structure in order to feel comfortable and secure. Without structure, they might become anxious and overactive. Pupils may need a daily schedule or routine. It helps to calm and relax them. A schedule also helps the transition from one activity to another.

Removing distractive objects

A teacher cannot compete with a football or a basketball (for example) in a regular class setting. Teachers will remove distractive objects.

Antiseptic bouncing

There are times when a pupil may not respond to verbal controls. When this happens, a good idea is to ask the pupil to leave the room for a few minutes, maybe to deliver a message or to get a drink of water.

This technique is called "Antiseptic Bouncing" because there is no intent to punish, but it protects and helps the pupil get over feelings of anger, disappointment or even uncontrollable laughter. Many schools have a designated place to which the teacher can non-punitively send a pupil.

Positive Handling & use of reasonable force

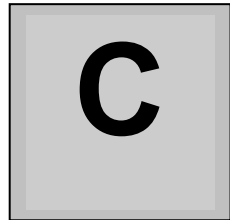
Once in a while, pupils may lose self-regulation to the extent they threaten to injure others, themselves or seriously damage property. In such cases it may be necessary to use positive handling.

Positive handling should never be used as a method of forcing compliance. All instances are recorded in line with the Safeguarding Policy.

Appendix 2

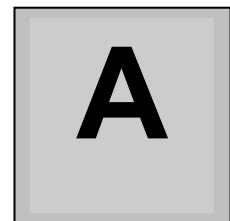
Strategies for Avoiding Personal Injury

The C.A.L.M. "TT" Approach



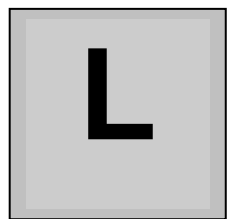
COMMUNICATION

- Remember your body language and personal space. (How you look and where you stand!)
Appear calm and confident.
- Paraverbal skills (What you say and how you say it!)
Don't shout or make personal comments.
- Complete an incident report form.



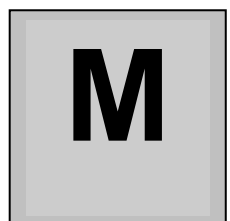
AWARENESS

- Avoid an audience if possible and get assistance.
- Don't corner or threaten the child.
- Remember their triggers and separate the child from their behaviour.



LISTENING

- Leave the child a choice; give time and space, restating expectations.
- Let someone else take over if you think it is personal or you start to lose control.
- Let the child express verbally, Do not become defensive.



MAKING SAFE

- Warn the child before physically intervening.
- Where possible, adults must exhaust all agreed behavioural management strategies before using an accepted and endorsed physical intervention.

Appendix 3

Support after a physical intervention

Some staff (not all) may choose to use the Life Space Interview format, though it may not be appropriate in all cases.

Debrief with members of staff

Physical intervention is distressing for both adults and the pupil who is restrained. It can also be distressing to observe an incident where physical intervention has been necessary.

Debrief with pupil

All pupils should be offered a debrief. It is important that this support is provided when the pupil has calmed sufficiently to be able to reflect on what has happened. This may be as much as 90 minutes or more after the event has finished.

One framework that can be used to support a pupil debrief is The Life Space Interview (LSI).

Life Space Interview

This was developed by Fritz Redl, an Austrian psychoanalyst. With his colleague, David Wineman, he thought that all young people, including those with challenging behaviour, possess the ability to understand and change their behaviour. In particular, he saw crises (such as those involving physical intervention) as opportunities for the pupil to learn new ways of behaving, provided that appropriate support was provided.

The process can be remembered through the acronym I ESCAPE.

- I**solate the pupil
- E**xplore the pupil's point of view
- S**hare the adult view
- C**onnect with other events
- A**lternatives – consider other possibilities
- P**lan how the alternatives might be put into place
- E**nter the normal routine.

Steps in the Life Space Interview

Isolate the pupil into a neutral setting where it is possible to think and talk about what has happened. This has nothing to do with punishing, but with reducing the amount of distraction and stimulation, in order to maximise the chances of a helpful conversation. It will be important to allow the pupil time to wash their face and fix their clothes, etc before the discussion begins.

Explore the pupil's point of view. This stage comes before sharing the adult view, as the pupil will feel most willing to receive this after they feel that they have been listened to with respect and without interruption or correction. As such, it is important at this stage for staff to simply listen, and resist the temptation to contradict or tell their stories. This involves listening to their perception of what happened and trying to gain an understanding of why they chose the behaviour that they chose. It is helpful to encourage the young person to reflect on whether they feel their choices were good.

Share the adult view. The LSI process recognises that there will be more than one point of view. This is the stage for the adult to explain why certain courses of action were taken and to share their views about how they interpreted and reacted to the situation. If there was more than one adult involved (including those involved as observers) it may be helpful to include those adults in the LSI process.

Connect with other events that the pupil has managed well, or not to well, so that the pupil can look for patterns that help make sense of what happened and which offer hope of different solutions. It is helpful also to help the pupil look for a connection between what they thought how they felt and what action they took. (This stage is called 'Looking for patterns' on the record sheet.)

Alternatives What other options are available to the pupil if they face a similar situation again? It is helpful to include discussion about the pupil's view of how adults can best support them in similar situations. This will offer an insight into the most appropriate 'reactive strategies' for responding to difficulties in future.

Plan by choosing the best option from the alternatives and discussing what role the pupil, and those around him or her, can have. How will new skills be taught and practised? How will the pupil be rewarded and supported in following the plan? (This stage, and the alternatives stage, are summarised under 'Planning for the future' on the record sheet. There should be a clear link between these plans and any approaches recording on Positive Support Plans.)

Enter the normal routine that the pupil follows, at a time when it is easier to re-join the group, such as at the end of a lesson or after break time. Support the pupil in managing the consequences of their behaviour.

Other debrief methods

For pupils who are not verbal or who rely on visual forms of communication, a debrief should be done using visual prompts. Examples of visual debriefs can be found in the example forms that follow, but any visual debriefs used should be tailored to the individual pupil involved as far as possible.

Debrief with members of staff

Schools will have their own procedures for providing support to colleagues under such circumstances, and the Employee Support (tel. 01234 276121) can provide confidential support and counselling.

It is the member of staff's choice whether to take up the offer of a debrief, but all staff involved with or observing an intervention should be offered this opportunity. That staff were indeed offered this opportunity should be recorded, and there is a box on the suggested Physical Intervention Record Form to indicate whether or not the offer was made and whether it was taken up.

Many of the steps in the Life Space Interview will be appropriate to consider during a staff debrief.

Appendix 4

Recording, reporting and monitoring physical intervention

The online form should be completed by those staff involved in the incident as soon as possible and ideally within 24 hours.

Incidents of physical intervention will be reviewed on a half-termly basis. The DSL will be responsible for this review and it will be important that issues of student and staff confidentiality are considered in this process. Review questions might include:

What patterns can be noticed across

- young people involved in physical intervention
- setting events (times of day, lessons, social settings, areas in school, etc)
- staff involved in physical interventions
- types of physical interventions used
- types of injuries

What are the implications of these patterns for

- risk assessment procedures
- individual management plans
- staff training (including initial and refresher training in behaviour management, risk assessment and physical intervention)
- supervision, timetabling and planning arrangements

Good practice dictates that schools should review what happened and consider what lessons can be learned, which may have implications for the future management of the pupil. These need not be added to this form but should be incorporated in the individual plans for the ch