Educate U

Trauma Informed Behaviour Policy

Approved by: Sarah Paoletti, Headteacher	**Date:** 20/11/23
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Trauma Informed Behaviour Policy

At Educate U, we wholeheartedly acknowledge and embrace the unique needs of our students aged 5-18, understanding that they may have encountered trauma, attachment issues, ADHD, ASC, anxiety, or other challenges. Our commitment to providing a safe and nurturing environment is evident in our trauma-informed behaviour policy, which is carefully crafted to cultivate positive personal relationships. EducateU has the following mission statement "Empowering Students. Creating Possibilities". This is because our school fills a need/ for inclusive education for learners with complex trauma and special educational needs. Our school values have been developed to be trauma informed: Safety, Trust, Choice, Collaboration, Empowerment. These 5 Trauma informed values underpin our school's Mission statement and act both as a supportive, progressive framework for our pupils and guiding principles for our staff. These also tell the story of how we work with our pupils at Educate U to our pupils, families and to other professionals. From this, we model empathy, respect, resilience, self-regulation, and kindness, recognising that all behaviour is a form of communication, especially for our most vulnerable pupils. In line with this understanding, we take on the responsibility to respond in a trauma-informed, and attachment-aware manner.

At Educate U, our Behaviour and Relationship Policy reflects a comprehensive approach to the complex needs of all our learners, considering how these needs impact their ability to self-regulate and positively manage their behaviour for effective engagement in learning. Our holistic, whole-person approach to behaviour encompasses sensory processing, trauma-informed approaches, positive behaviour strategies, and appropriate environments. We are dedicated to building relationships founded upon mutual trust, care, and respect within the school community.

Our goal is for all learners to take pride in belonging to our special school family, feeling safe, developing meaningful relationships, making positive behaviour choices, and learning the essential skill of how to self-regulate their emotions and feelings. The policy reflects our deep understanding of the intricate needs of our learners, and commits to educational practices that Protect, Relate, Regulate, and Reflect for all.

At Educate U, our comprehensive approach aims to create a supportive setting, where learners feel secure, celebrated, and proud. We prioritise positive behaviours and strive to build strong relationships with parents, fostering effective communication for the best outcomes. Our strategies focus on encouraging appropriate communication of feelings, maintaining a calm and informed school environment to enhance learning quality, and instilling awareness, consideration, and understanding of others among learners.

In implementing our Trauma-Informed Approach, we delve into understanding learners' past experiences, triggers, and emotional challenges. Guided by Trauma and Mental Health Informed Practitioners, we employ strategies such as:

- Using Trauma Informed language (PACE) throughout the school day.
- Acknowledging the correlation between childhood adversities and long-term outcomes.

The Trauma Informed School's practise of Protect, Relate, Regulate, Reflect Model (through PACE) serves as our framework, with a commitment to warm greetings, positive self-perception, and repeated relational opportunities for learners. We use relational interventions to regulate

stress hormone levels and implement evidence-based interventions to repair psychological damage caused by traumatic experiences. Staff training focuses on good listening, dialogue, empathy, understanding, and effective responses, this is through Affect Atonement, Empathy, Containment, Emotional Regulation, and an appropriate use of our Voice and Body Language.

At Educate U, we set high expectations for all learners, recognising the impact of emotional dysregulation on accessing the curriculum. Our goals include providing a supportive environment, celebrating positive behaviours, fostering strong relationships, and equipping learners with effective communication strategies. We prioritise a calm and informed school environment, aiming for awareness and consideration of others, and integrating between Spiritual, Moral, Social, and Cultural education. Consistency in positive behaviour support is ensured through staff training, and we systematically record data associated with positive behaviour management. Multi-agency support is provided for complex behaviour issues, and we determine suitable learning environments in consultation with parents, carers, and professionals. Safeguarding and compliance with statutory duties under the Education Act 2002 remain paramount in ensuring the safety and welfare of all learners and staff.

Understanding the message behind behaviour is crucial for fostering a harmonious and supportive environment at Educate U. We prioritise positive personal relationships, with a special emphasis on the repair phase, ensuring that every Pupil feels a valued part of a supportive community where individual needs are respected. Recognising the pivotal role of staff behaviour as the main driver for change, we provide comprehensive training and background in developmental trauma to equip educators with effective tools.

Our Trauma-Informed Practices involve ongoing training on trauma-informed approaches and the use of P.A.C.E. language by staff. The mantra "All behaviour is communication" is emphasised a lot in our training sessions. We utilise resources from reputable sources such as Beacon House, Louise Bomber's work, and the Anna Freud Centre. Differentiating approaches based on individual strengths and challenges, we tailor strategies for Social, Emotional, and Mental Health Needs.

In terms of language and perception, we promote sensitive language, avoiding stigmatising phrases like 'challenging behaviour', and recognising behaviour as a protective instinct, rather than a choice. Discussions focus on helping our children recognise warning signs and develop self-regulation strategies. Sensory and emotional regulation is addressed using models like the Zones of Regulation , to identify triggers and warning signs. Classroom staff actively model self-regulation strategies for both Pupils and adults.

Educate U's Trauma-Informed Approach seeks a deep understanding of learners' past experiences, triggers, and emotional challenges. Strategies guided by Trauma and Mental Health Informed Practitioners support learners identified as needing additional assistance. Our approach uses Trauma Informed language throughout the school day, underpinning all communication and interactions. This acknowledges the clear correlation between childhood adversities and long-term physical, emotional, and social outcomes.

The Trauma-Informed approach is delivered through staff interactions based on the Protect/Relate/Regulate/Reflect model and supported by the PACE approach - Play Acceptance Curiosity Empathy. This approach aims to help students feel safe, reducing the need for the 'fight or flight mode', and supporting a reduction in anxiety within school.

Under PACE, 'protect' involves ensuring warm greetings in all areas of the school, and training staff in warm, empathetic, playful, and curious modes of interaction. 'Relate' emphasises a whole-school commitment to enabling positive self-perception and relationships, providing repeated relational opportunities for learners. 'Regulate' involves using relational interventions to bring down stress hormone levels and implementing evidence-based interventions to repair psychological damage. 'Reflect' focuses on training staff in good listening, dialogue, empathy, and understanding, with time for reflection post-incident, and discussions about alternatives/choices. Staff also work to identify the messages behind learners' behaviours and provide options for expressing our feelings in more appropriate ways.

At EducateU, we see behaviour as a form of communication. As a trauma-informed school and for all our students with EHCP's, we focus on understanding and addressing underlying needs rather than reacting to behaviour. Our approach promotes empathy, reflection, and positive relationships, ensuring students feel safe, supported, and valued.

Our Approach to Behaviour:

We take a proactive and restorative approach rather than punitive measures. Staff work with students to develop self-regulation, emotional literacy, and resilience using therapeutic mentoring, structured routines, sensory strategies, and personalised support plans using a P.A.C.E structured approach (Dan Hughes) and understanding the importance of the 3 R's (Regulate, Relate & Reflect – Dr Bruce Perry) within staff practice.

Our Stance on Exclusions:

Educate U does not exclude students, as we believe removing them from education does not address the root cause of behaviours. Instead, we exhaust all possible interventions, including adjusting provisions, external specialist support, and close collaboration with families.

However, in exceptional cases, when it becomes clear that the school is not meeting a pupil's needs, we hold an Emergency Annual Review with families, professionals, and stakeholders. If a revised plan is not effective, we work to ensure a managed transition to an alternative provision that better suits the student's needs.

Preventative Measures & Alternative Provision:

We engage with high-quality Alternative Provisions (AP) when necessary, ensuring supportive, structured interventions that help students develop skills rather than serving as a punishment. EducateU works proactively with local authorities, parents, and specialists to adapt our provision, in line with SEND statutory duties and the Equality Act 2010.

EducateU's approach to Alternative Provision (AP) aligns with SEND statutory duties and the Equality Act 2010 by ensuring interventions focus on skill development rather than punishment. The Equality Act 2010 mandates that students with disabilities must not face discrimination, and by prioritizing structured, supportive AP, EducateU promotes inclusion and equal opportunities.

In addition, working proactively with local authorities, parents, and specialists aligns with the Children and Families Act 2014, which requires collaboration to meet the needs of SEND students. By adapting provisions accordingly, EducateU ensures compliance with legal duties while continually developing an inclusive and supportive educational environment.

Commitment to Inclusion:

We use our best endeavours to provide students with the specialist support required to succeed. Behavioural expectations are reinforced through structured communication, clear routines, and positive reinforcement, recognising that some students require adaptive approaches.

At EducateU, our goal is not just behaviour management but behavioural transformation—helping students develop confidence, independence, and the skills needed to engage fully with their education and in society.

Staff Responses:

• Attune to the pupil's affect – Connect with the learner's emotional intensity, mirroring their feelings to build a positive connection around trauma. This helps the student understand and fosters a trusting relationship.

• Empathy – Recognise and affirm the learner's experience, even if different from others perspective. Staff should be supportive and understanding of the learner's feelings without dismissal.

• Containment – Be present with a learner's intense feelings, without absorbing or acting upon the emotion. Clear structures, boundaries, and consistent actions contribute to containment.

• Emotional Regulation – Lower toxic stress to tolerable levels, moving towards a state of calm. Calming conversations, timeouts, and sensory support are tailored to each learner for effective regulation.

• Use of Voice and Body Language – Use a calm and lowered tone to convey calmness, safety, and empathy. Ensure open and non-confrontational body language is used.

• De-escalation strategies – Trained in P&I techniques including de-escalation including distraction, redirection, humour, reflection, and calming techniques. Physical interventions are a last resort, trying to stick to focusing on non-physical methods but also understanding the need for our students to feel contained and maintain safety for all.

• Motional Profiling – Create a comprehensive snapshot for identified learners, outlining areas for support and development. Profiles involve collaboration between staff, parent s, and the Pastoral and Behaviour Lead.

Terminology Accepted at Educate U:

Dysregulated, Unsettled, Emotional, Distressed, Unhappy, Anxious, Communication through their behaviours, Crisis.

Trauma-Informed Approach:

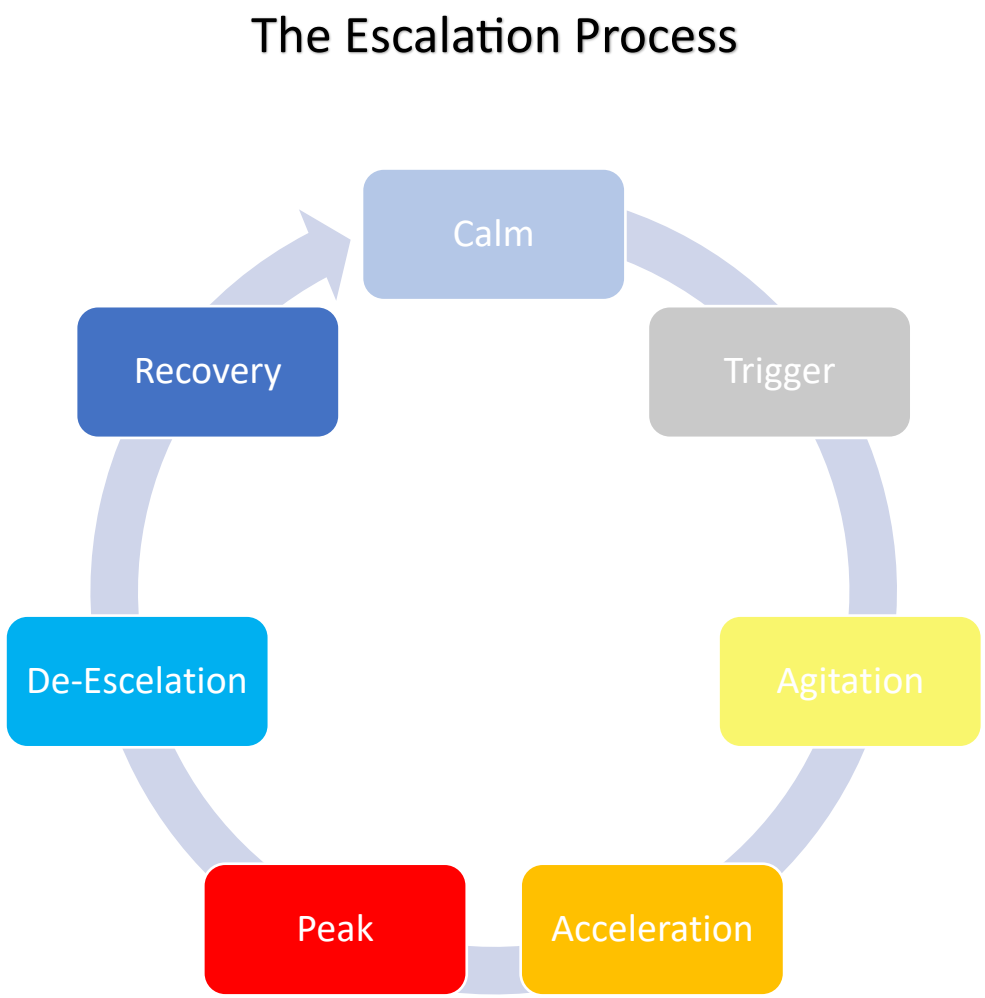
• Understand a learners' past experiences, triggers, and emotional challenges.

• Implement strategies guided by Trauma and Mental Health Informed Practitioners.

• Use Trauma Informed language throughout the school day.

• Acknowledge the correlation between childhood adversities and long-term physical, emotional, and social outcomes.

• Deliver the Trauma-Informed approach through the Protect/Relate/Regulate/Reflect model and PACE approach



Protect, Relate, Regulate, Reflect Model

Protect:

- Ensure warm greetings in all areas of the school.
- Train staff in warm, empathetic, playful, and curious modes of interaction.
- Ensure that the classroom area is physically safe and welcoming for students.
- Eliminate potential sources of harm or triggers in the environment, such as loud noises or overwhelming stimuli. Ensure there are clear pathways for students to enter and exit the meet-and-greet space without feeling trapped.
- Provide a private space for students to express their emotions if needed.
- Recognise and validate the feelings of students during the meet and greet process, creating an atmosphere of emotional safety and trust.

Relate:

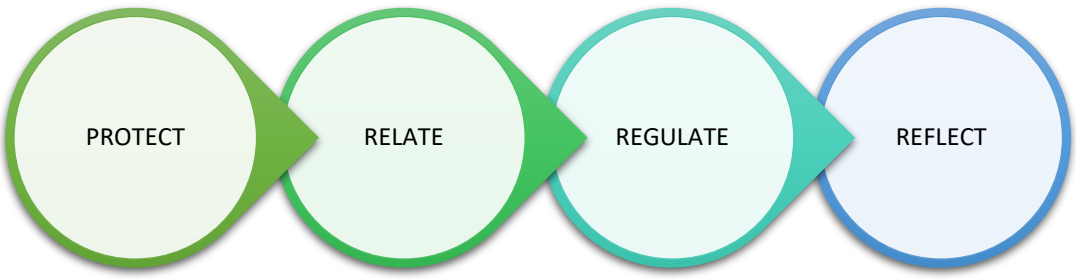
- Commitment to enabling positive self-perception and relationships.
- Provide repeated relational opportunities for learners with emotionally available adults.
- All staff in class are responsible for greeting and welcoming students each day.
- Staff should develop positive, supportive relationships with each student, taking time to learn about their interests, preferences, and individual needs.
- Establish daily rituals and routines that signal the start of the school day, creating a sense of predictability and structure.
- Encourage students to participate in creating and personalising these rituals, such as a daily circle time.

Regulate:

- Use relational interventions to bring down stress hormone levels.
- Implement evidence-based interventions to repair psychological damage has been caused by traumatic experiences.
- Prioritise emotional well-being and regulation of staff.
- Recognise and respond to signs of emotional dysregulation in students during the meet and greet process.
- Provide tools and strategies for students to self-regulate, such as deep breathing exercises or sensory breaks when needed.
- Offer positive reinforcement and praise to students for their participation in the meet and greet, emphasising their strengths and resilience.
- Use a strengths-based approach to acknowledge their presence and readiness for the school day.

Reflect:

- Staff to engage in good listening, dialogue, empathy, and understanding and seek training on this.
- Staff to reflect on incidents, discuss alternatives, provide choices, and discuss feelings.
- Staff to read attachment theory and its significance in Pupils's development.
- Staff to be mindful of creating a secure and trusting attachment with each student.
- Staff to implement daily routines that remain consistent, offering a reliable and secure structure for students.
- Staff to ensure that changes to routines are communicated well in advance and with sensitivity to any potential anxiety it may cause, giving the who, what, why, when, where and how.



Motivators and Consequences

In the learning process, reinforcing appropriate behaviour plays a vital role in developing skills across various aspects of a young person's life. At Educate U, rewards or motivators are given to learners after they exhibit behaviour that gains adult approval. These rewards, whether tangible objects or experiential such as receiving a certificate, are tailored to everyone's individual preferences. It is against our Positive Behaviour Support stance to revoke earned rewards, as this practice resembles punishment and is deemed unacceptable.

At Educate U, we proactively avoid sanctions and punishments. However, we recognise the importance of establishing clear links between specific behaviours and their resulting effects for our Pupils. As a result, a boundaried approach is taken with the ethos of being 'firm on behaviour, gentle on the child'. Proactive strategies are implemented to address the underlying reasons for behaviours aiming to reduce the likelihood of recurrence. The class team also prioritises teaching appropriate functional skills, to empower the young person to achieve the same outcomes without resorting to concerning behaviours. Boundaries may vary for different students based on their individual needs and the function of their behaviours. We are a no consequence school, but we remain with a consistent approach with boundaries. It is deemed inappropriate to hold a student accountable for their behaviour with consequences, when they are at an emotional development stage operating from the reptilian brain or brainstem during heightened emotions, leading to fight/flight or freeze responses.

Behaviour Support

At Educate U, behaviours of concern are defined as those that diminish the quality of an individual's life, impede access to learning, or pose risks to the pupil, young adult or those around them, either physically or emotionally. These behaviours may indicate unmet needs or wants, medical issues, overwhelming demands, or emotional states such as frustration, anxiety, depression, or anger. Low-level disruption is promptly addressed to prevent disruptions to lessons or daily school life, while more serious issues like bullying, aggression, discrimination, and derogatory language are dealt with swiftly and effectively. Adult judgments about concerning behaviours consider the pupils age and developmental level.

Behaviours of concern at Educate U typically fall into categories such as self-targeted behaviours, harm to others, and damage to property. These behaviours are categorised into four levels; Meeting Expectations, Level 1, Level 2 and Level 3 behaviours. If a learner presents with a Level 3 behaviour or persistently exhibits Level 1 or Level 2 behaviours, a Positive Behaviour plan and Risk Assessment are developed. These are personalised behaviour plans that outline proactive and reactive strategies, teach contextually appropriate skills, and suggest modifications to the environment to support the young person in self-regulation and behaviour management. Staff are expected to consistently follow the strategies outlined in these positive behaviour plans to support learners effectively. These are working documents and should be reviewed regularly by the class teacher and support staff and reviewed after a Level 3 incident to ensure a consistent, proactive approach.

All Positive Behaviour plans and Risk Assessments should agreed upon by Parents and Carers at IEP meetings or before, and these are stored on MS Teams. The use of legislation, including the SEND Code of Practice and Safeguarding and Child Protection Policy, guides the implementation of these plans.

Staff are to be emotionally available throughout each stage to attune to the pupil. Staff are then able to utilise strategies under each Level 1-3 categories to de-escalate the pupil, alongside using PACE language or young person and engage the pupil with their learning if appropriate.

Positive Handling

At Educate U, developing positive relationships between staff and learners is central to our trauma-informed approach. Physical contact may include prompts, guiding and escorting as part of appropriate support. Where a restrictive physical intervention is necessary to maintain safety, prevention, relational support and de-escalation will be prioritised wherever practicable.

Any physical intervention will be used with due consideration for the pupil's welfare and individual circumstances and **must be lawful, necessary, reasonable and proportionate**. Staff will use the least restrictive intervention appropriate, for the shortest period necessary, and it will end as soon as it is no longer required.

Restrictive Interventions

Educate U is committed to minimising restrictive interventions through proactive planning, trauma-informed practice and effective de-escalation. Restrictive intervention will never be used as punishment, to cause pain, humiliation or distress, or simply to secure compliance.

Staff must consider the pupil's individual needs and circumstances, including SEND, communication needs, known trauma, medical needs and other vulnerabilities. Where the potential need for restrictive intervention is foreseeable, preventative and reactive strategies will be identified within the pupil's Positive Behaviour Plan and Risk Assessment. The existence of an agreed plan does not remove the requirement for staff to consider whether an intervention is necessary and proportionate at the time.

The use of reasonable force is guided by professional judgement and the Education and Inspections Act 2006. Educate U follows the Department for Education guidance *Restrictive interventions, including use of reasonable force, in schools*, including statutory recording and reporting requirements.

Staff receive appropriate training in de-escalation, positive behaviour management and physical intervention. Untrained staff are not expected to use restrictive physical interventions except in an emergency where intervention is necessary to prevent harm.

Seclusion, Restraint and Immobilisation

For the purposes of this policy, seclusion occurs where a pupil is detained alone in a place apart from other people, other than the member or members of staff involved, otherwise than as a disciplinary penalty. This includes where a pupil is physically prevented from leaving, an area is secured so that they cannot leave, or the pupil is caused to believe that they will be punished if they leave.

Restraint or immobilisation occurs where a member of staff restricts a pupil's movement otherwise than as a disciplinary penalty, including holding or restricting the pupil's body or part of their body.

Any incident of seclusion, restraint or immobilisation will be subject to the recording, reporting and parental notification requirements set out below.

Post-Level 3 incident

Staff and learners will convene with a member of the Senior Leadership Team (SLT) for a debrief within 24 hours. The details of the incident and staff debrief will be documented and stored in the Significant Incidents folder and on Bromcom. If a staff member has sustained injuries, they will receive necessary support away from the classroom for as long as required. All injuries, whether to staff or students requiring first aid, hospital or GP attention, are documented. Following an incident, students Behaviour Risk Assessments and Behaviour plans undergo review and are updated as needed. SLT meetings include a review of all Level 3 behaviours, and a discussion of how to further support these students.

Where an incident has involved a significant use of force, seclusion, restraint or immobilisation, the recording and reporting requirements set out below must also be followed.

Corporal Punishment

Educate U is committed to creating a safe, nurturing, and trauma-informed environment for all pupils. In line with UK law and our ethos of relational practice, we unequivocally reject the use of corporal punishment in any form. No member of staff, volunteer, or visitor is permitted to use or threaten physical punishment under any circumstances. This includes any action intended to cause physical pain, discomfort, or humiliation.

Legislation:

The existence of a transparent policy on the use of reasonable force aims to minimise the chances of complaints, although it might not entirely eradicate them. If a staff member has witnessed another colleague employing 'unacceptable use of force' or banned techniques, it is imperative that they promptly report the incident to the Head Teacher. In cases where a complaint or allegation arises, Educate U will adhere to the Local Authority protocol. For more detailed information, please consult the Educate U Complaints Policy and Whistleblowing Policy.

- Education and Inspections Act 2006, including section 93 and section 93A
- Education (Independent School Standards) Regulations 2014, as amended – particularly paragraphs 16A and 32A
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- DfE Restrictive interventions, including use of reasonable force, in schools – effective 1 April 2026
- DfE Independent School Standards Guidance – April 2026

Recording and Reporting Restrictive Intervention Incidents

Educate U will maintain clear written records of restrictive interventions in accordance with the Education and Inspections Act 2006, the Independent School Standards and current Department for Education guidance.

The school will ensure that:

- each significant incident involving the use of force is recorded;

- each incident in which a member of staff secludes, restrains or immobilises a pupil is recorded; and
- records are completed in writing as soon as practicable following the incident, wherever possible on the same day.

Records must include:

- Names of pupil and staff involved
- Pupil's needs or circumstances (including SEND)
- When, where, and duration of the incident
- What happened, why intervention was necessary, and de-escalation attempted
- the nature and degree of force, restraint, immobilisation or seclusion used;
- Any injuries and follow-up support
- Any first aid or medical treatment required; and
- Details of post-incident support, reflection and follow-up action.

Information to Parents and Carers

Following a recordable incident, Educate U will provide information about the incident to each parent or carer of the pupil as soon as practicable. Wherever possible, this will be provided in writing on the same day. This requirement applies even where restrictive intervention forms part of an agreed Positive Behaviour Plan or Risk Assessment.

Information provided will include, as a minimum, the date, time, location and approximate duration of the intervention; why the intervention was considered necessary; the nature and degree of force or restriction used; and details of any injuries sustained.

Information must not be provided to a parent or carer where the person responsible for providing the information considers that doing so would be likely to result in significant harm to the pupil.

Where there is no parent or carer to whom the information can safely be provided without being likely to result in significant harm to the pupil, Educate U will provide the information to the local authority in whose area the pupil is ordinarily resident.

Parents and carers will, where appropriate, be offered an opportunity to discuss the incident and any subsequent changes required to the pupil's Positive Behaviour Plan, Risk Assessment, preventative strategies or support.

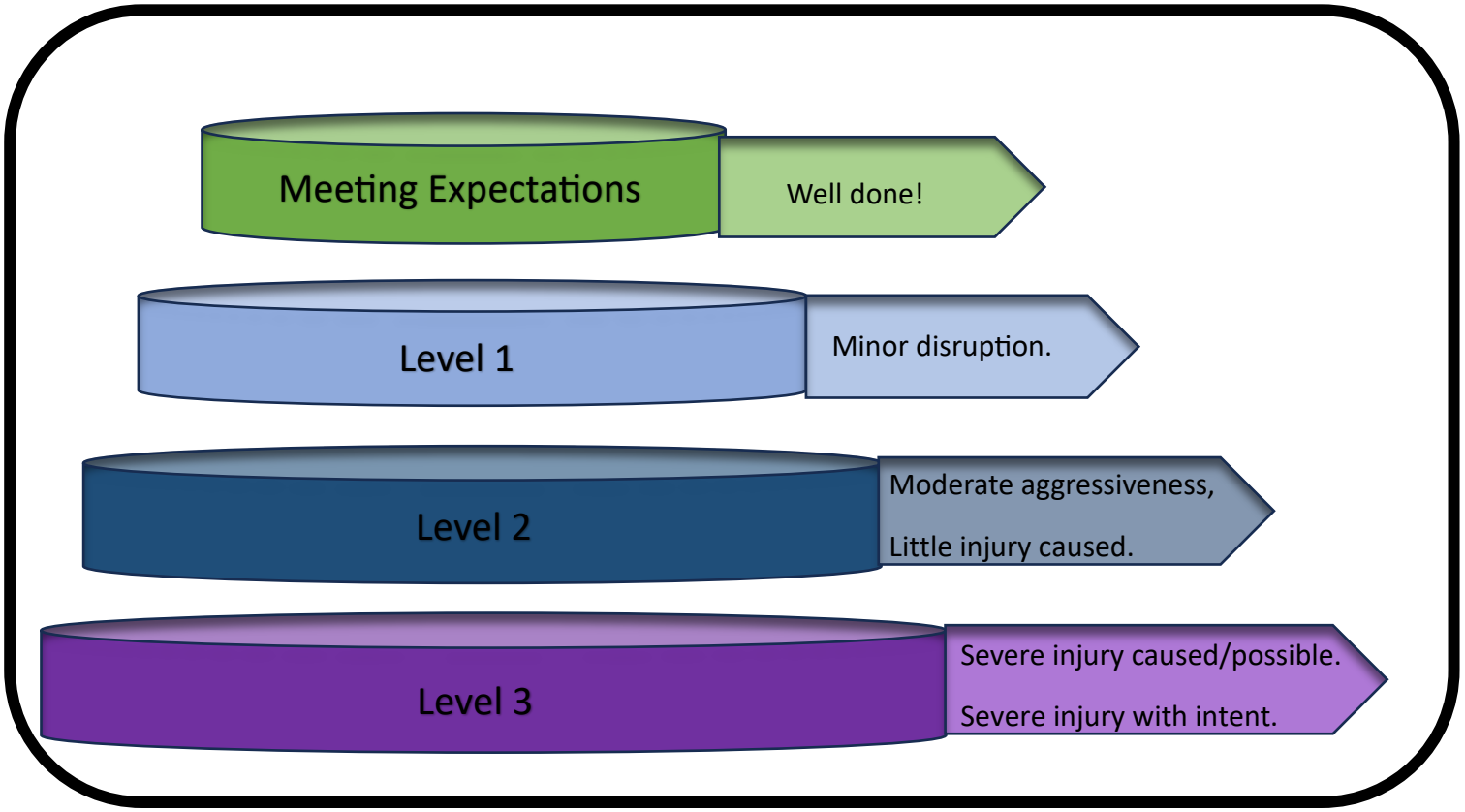
Monitoring and Review of Restrictive Interventions

Senior leaders will monitor incidents involving restrictive intervention to identify patterns, frequency and emerging concerns. This will include consideration of individual pupils, types of intervention, triggers, injuries or adverse outcomes and whether preventative and de-escalation strategies remain effective.

Where patterns or repeated incidents are identified, the pupil's Positive Behaviour Plan and Risk Assessment will be reviewed and further preventative strategies, staff support, training or multi-agency involvement considered as appropriate.

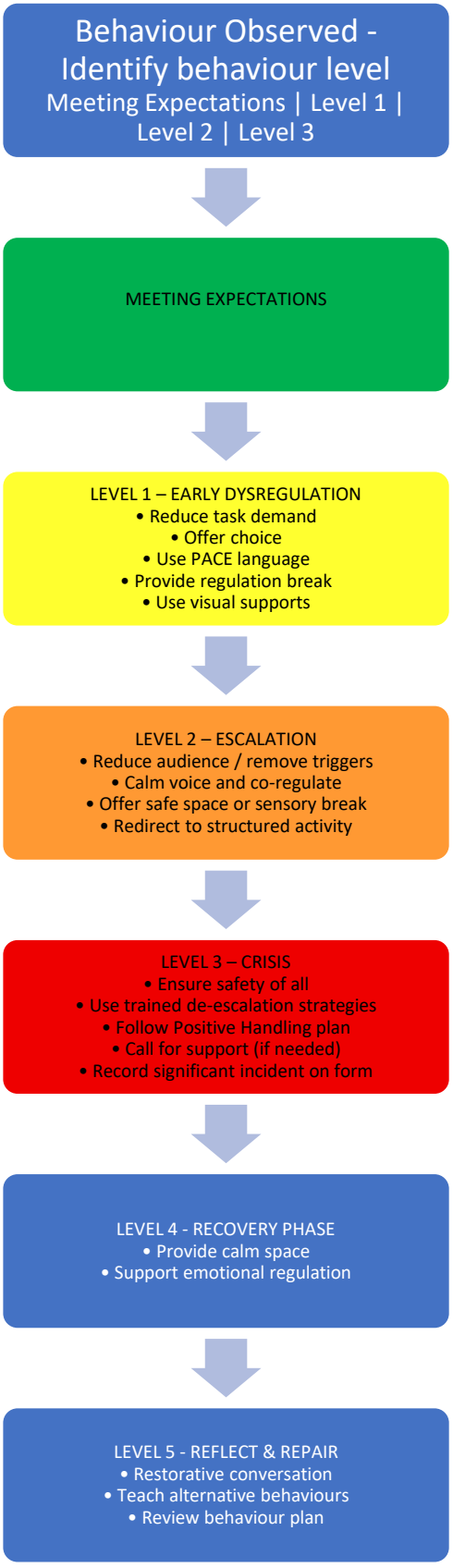
Restrictive intervention data will be used to support safeguarding, quality assurance and continuous improvement, with the aim of reducing the need for restrictive intervention wherever possible.

Behaviour Chart



Appendix A: Educate U Behaviour Chart and strategies

Appendix B: Educate U Trauma-informed Behaviour Response Flowchart



Example behaviours	
Meeting Expectations: 1. Learn new things 2. Increased self-esteem and confidence 3. Positive connections with others 4. Reaching targets and therefore increased motivation 5. Greater knowledge and understanding. 6. Increased positive physical, emotional, and mental health 7. Sense of achievement 8. Develop greater daily life skills 9. Able to develop better coping mechanisms for e.g., stress, anxiety. 10. Develop better interpersonal skills – speaking, listening, sharing, and empathising with others	**Level 1:** 1. Task avoidance 2. Not following instructions 3. Walking out of class 4. Shouting/swearing 5. Throwing things 6. Self-harm (no marks) 7. Damaging displays 8. Climbing on furniture 9. Rough physical play 10. Refusal of transition
Level 2: 1. Destroying others work 2. Throwing items at people 3. Slapping and biting 4. Kicking and punching 5. Vandalism 6. Absconding/running away 7. Scratching 8. Pinching 9. Sexualized behaviours 10. Flipping furniture	**Level 3:** 1. Throwing items at others with intent 2. Any physical intervention 3. Punching or hitting to cause harm 4. Kicking to cause harm 5. Biting or pinching with intent to cause harm 6. Absconding/running away (off-site) 7. Any act where there is intent to harm themselves or others 8. Destroying and damaging property and environment

UNIVERSAL STRATEGIES (USED AT ALL LEVELS)

- ✓ PACE language
- ✓ Consistent relational connection with trusted adults
- ✓ Co-regulation with trusted adults
- ✓ Predictable routines and clear structure
- ✓ Visual supports
- ✓ Emotional literacy
- ✓ Sensory regulation strategies
- ✓ Safe regulation spaces
- ✓ Strengths-based positive reinforcement
- ✓ Restorative conversations
- ✓ Flexible / differentiated demands
- ✓ Collaboration with SENDCo and therapy teams

STRENGTHS BASED POSITIVE REINFORCEMENT

- specific praise
- noticing effort
- strengths language
- success recognition

Level 1 Behaviour Support
Universal Classroom Strategies (Early Dysregulation)
Level 1 behaviours often indicate frustration, anxiety, disengagement, or overwhelm.
The aim is to reduce demand, support regulation and maintain connection.

Task Support

- Break tasks into smaller, manageable steps.
- Provide clear instructions and visual prompts (tick lists, step guides).
- Allow alternative ways to complete work (whiteboards, drawing, verbal responses).
- Preview instructions before starting and check understanding.

Choice and Engagement

- Offer choices within tasks to increase ownership.
- Example: “You can complete this activity or this one.”
- Allow interest-based tasks where possible.
- Use specific praise to reinforce effort and progress.

Structure and Predictability

- Use visual timetables and leave the day’s plan visible.
- Use “Now – Next – Then” to clarify expectations.
- Provide transition warnings (5-minute reminders).
- Use timers or visual clocks to support transitions.

Breaks and Regulation

- Allow short, structured breaks when needed.
- Provide sensory tools (fidgets, wobble cushions, movement breaks).
- Offer access to a calm down corner or regulation space.

- Use sensory circuits or movement activities where appropriate.

Emotional Support
- Support emotional literacy through discussion and modelling.
- Help students name feelings in the moment.
- Encourage appropriate communication of needs.

Co-Regulation
- Model calm voice, body language and emotional control.
- Stay present and supportive rather than directive.
- Help students identify triggers and coping strategies.

Movement and Sensory Needs
- Provide regular movement opportunities.
- Use structured physical activity (sensory circuits, walks, PE).
- Offer safe outlets for physical energy and frustration.

Relationships and Conflict Resolution
- Use restorative conversations to explore behaviour.
- Encourage reflection once the student is calm.
- Support students to repair relationships where needed.

PACE Language Prompts for Staff
Use Playfulness, Acceptance, Curiosity and Empathy to reduce threat and maintain connection.

Playfulness - Use light tone to reduce anxiety.

Examples:
"Let's see if we can figure this out together."
"Hmm... this looks tricky. Shall we tackle it as a team?"

Acceptance - Acknowledge the feeling without approving the behaviour.

Examples:
"I can see this feels really frustrating right now."
"It's okay to feel upset."

Curiosity - Explore what is happening rather than making assumptions.

Examples:
"I'm wondering what happened just before this?"
"What do you think made this feel difficult today?"

Empathy - Show genuine understanding.

Examples:
"That must have been really hard."
"I can see why that would make you feel upset."

Level 2 Behaviour Support

Escalating Behaviour / Loss of Regulation

Level 2 behaviours may include verbal aggression, property disruption, refusal, running away, physical frustration or boundary testing.

The aim is to reduce escalation, increase structure, and support regulation while maintaining safety and relationships.

Structured Environment

- Provide individual workspaces to reduce conflict or interference.
- Use visual supports such as Now–Next–Then and visual timetables.
- Reinforce personal boundaries and expectations through modelling and visual cues.
- Set clear behavioural targets for students to work towards.

Increased Support and Supervision

- Provide additional adult support where required.
- Use safe spaces where students can regulate when overwhelmed.
- Ensure appropriate staff ratios and risk awareness during heightened behaviours.

Regulation and Emotional Support

- Teach and practise anger reduction strategies (breathing, mindfulness, movement, sensory circuits).
- Help students identify triggers and early signs of dysregulation.
- Provide cool-down spaces or structured regulation breaks.
- Offer sensory alternatives such as fidgets or textured objects.

Communication and Emotional Literacy

- Support students to express frustration safely using words, visuals or communication tools (PECS, signs, boards).
- Continue emotional literacy work through discussion, role play and ELSA support.
- Reinforce appropriate verbal communication and problem solving.

Movement and Sensory Outlets

- Provide structured physical outlets such as movement breaks, walks or outdoor time.
- Use sensory circuits or OT-informed sensory strategies where appropriate.
- Allow regular access to fresh air and physical activity.

Conflict Resolution

- Support students through structured conflict resolution processes.
- Encourage reflection on the impact of behaviour on others.
- Guide students in identifying alternative responses to conflict.

Restoration and Repair

- Encourage students to repair harm caused (e.g. helping tidy, repairing work, apologising).
- Facilitate restorative conversations to rebuild relationships.
- Reinforce the importance of respecting shared spaces and community responsibility.

Alternative Outlets for Frustration

- Provide safe alternatives for throwing or physical frustration (e.g. soft objects, outdoor space).

- Encourage creative outlets such as art or sensory activities.
- Redirect destructive impulses to appropriate activities.

Social Skills and Boundaries
- Teach appropriate social interaction and personal boundaries.
- Use social stories and role-play to practise positive behaviours.
- Pair students with positive peer role models where appropriate.

Transition Support
- Provide clear transition warnings and visual schedules.
- Use consistent routines such as Now – Next – Then.
- Provide additional adult support during transitions if required.

Collaboration and Behaviour Planning
- Hold regular class team meetings to review strategies.
- Work with families, SENDCo, therapists and mental health professionals.
- Develop individual behaviour or support plans where necessary.

PACE Language Prompts for Staff
Use Playfulness, Acceptance, Curiosity and Empathy to reduce threat and prevent escalation.

Playfulness - Use a light tone to reduce tension.

Examples:
"This looks tricky — let's see if we can sort it together."
"We might need to be detectives to figure this out."

Acceptance - Acknowledge the feeling without approving the behaviour.

Examples:
"I can see you're really frustrated right now."
"It's okay to feel angry."

Curiosity - Explore the situation without judgement.

Examples:
"I'm wondering what happened just before this."
"What do you think made things feel difficult just now?"

Empathy - Show understanding and emotional support.

Examples:
"That must have felt really upsetting."
"I can see why that would be hard."

Level 3 Behaviour Support
Crisis Behaviour / Risk of Harm
Level 3 behaviours may include serious aggression, intent to harm others, significant property damage, absconding, or behaviours presenting immediate safety risks.

The priority is safety, de-escalation, and crisis management, followed by reflection, repair and specialist support.

Immediate Safety and De-escalation

- Prioritise the safety of all students and staff.
- Use calm, low-arousal responses and reduce verbal demands.
- Remove audience, triggers or unsafe objects where possible.
- Guide the student towards a safe space or regulation area.
- Use de-escalation techniques such as breathing prompts, grounding or sensory regulation.
- Staff should continue using PACE-informed communication where appropriate.

Crisis Management

- Follow the student's individual behaviour plan.
- Ensure trained staff support the situation.
- Maintain clear communication between staff.
- Use physical intervention only as a last resort and only by trained staff to keep everyone safe.
- Follow school risk assessments and safety procedures.

Individual Behaviour and Support Plans

- Following serious incidents:
    - Review and update the student's individual behaviour support plan.
    - Review SDQ and motional data.
    - Develop targeted strategies addressing sensory, communication, emotional and environmental factors.
- Plans should be developed collaboratively with:
    - SENDCo
    - Therapy team
    - Educational Psychologist
    - Mental health professionals
    - Parents or carers

Communication and Emotional Support

- Provide communication supports such as visuals or structured prompts.
- Continue developing emotional literacy and self-awareness.
- Support students to identify triggers and early warning signs.
- ELSA or therapeutic support may be required following incidents.

Regulation and Therapeutic Support

- Provide targeted sensory regulation strategies following sensory assessments.
- Implement therapeutic interventions recommended by specialists.
- Provide structured opportunities for movement, regulation and calming activities.

Supervision and Environmental Adjustments

- Increase adult supervision where necessary.
- Provide supervised transitions for students who struggle during unstructured times.
- Identify potential environmental triggers or flashpoints across the school.
- Use visual timetables, Now–Next–Then and structured routines to increase predictability.

Social Skills and Behaviour Development

- Provide targeted social skills teaching to develop appropriate interaction and boundaries.
- Use social stories and role-play to practise alternative responses.
- Reinforce positive behaviour and safe choices through structured reward systems.
- Where appropriate, include community-based learning opportunities to develop independence and decision-making.

Risk Assessment

- Regularly review risk assessments relating to: classroom environment, school environment, staffing levels, off-site activities, behaviour intervention plan.
- Ensure all staff understand individual risk management plans.

Post-Incident Reflection and Repair

- After the student has regulated:
  - Conduct a restorative conversation to explore the incident.
  - Support the student to repair harm caused (e.g. apology, helping restore the environment).
  - Reflect on alternative strategies for future situations.
  - The aim is learning and repair rather than punishment.

Staff Debrief and Documentation

- Following serious incidents:
- Complete significant incident report and MyConcern, if relevant.
- Conduct staff debriefing sessions to analyse contributing factors.
- Review and adjust support strategies where necessary.

Even during crisis situations, staff should aim to maintain calm, relational communication.

Playfulness - Use carefully to reduce tension when appropriate.

Examples:
“Let’s take a breath together and reset.”

Acceptance - Acknowledge the student’s emotional state.

Examples:
“I can see you're really overwhelmed right now.”
“I can see that this feels really big for you.”

Curiosity - Explore rather than confront.

Examples:
“I’m wondering what happened just before things escalated.”
“What do you think made things feel so difficult?”

Empathy - Show genuine understanding.

Examples:
“That must have felt really upsetting.”
“I’m here to help you through this.”

Appendix C: Example of a significant incident form (Version April 2026)

SIGNIFICANT INCIDENT REPORT

ALL STUDENTS ON ROLL AT EDUCATE U HAVE EHCP AND SEN STATUS

Student		Date		Time	
Staff Lead – name and role		Location(s)			
Staff Present – names and roles		Students Present			

INCIDENT TYPE (X where appropriate)				**Completion Timeline**		
				Name	Passed to	Date/Time
Absconding		Child – on Child Abuse				
Drugs or Intoxication		IT Security, Privacy				
Persistent & Directed Verbal Abuse		Persistent Improper Behaviour				
Racism		Self-Harm				
Theft		Threat of Violence				
Violence, Assault		Vandalism				
If other, please add explanation						

WHAT HAPPENED? Describe the antecedents, the behaviour, your actions & interventions. Include what you said and did, and the outcome.

WHY I ASSESSED THAT IT WAS NECESSARY TO USE THE INTERVENTION I USED

De-escalation strategies used to avert incident or recourse to the use of Positive Handling:

Examples of PACE techniques used:

Choice language		Sensory Circuit/Physical Task		Physical diversion	
Success reminder		Distraction/Diversion		Contingent Touch (Hug)	
Consequence reminder		Withdrawal – offered		Chill-out (safe-place)	
Appropriate Humour		Withdrawal – directed		Change of face	
Quiet Time		Resources Given (Blanket/Ear Defenders)		Planned ignoring	
Task given		Other?			

SIGNIFICANT INCIDENT REPORT

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REASONABLE FORCE SECTION

Concerns leading to the use of reasonable force:

Causing disorder		Risk to self	
Serious damage to property		Risk to others	
Serious disruption		Other (please give reason)	

Approximate duration of the intervention (in minutes)

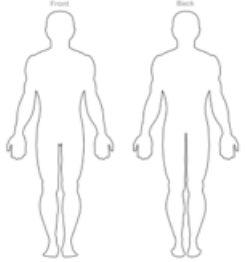
Start time:	Finish time:	Duration:

Technique/s used (include initials of staff involved and times):

	Standing	Seated
1 Person Guide		
1 Person Hold		
2 Person Hold		
2 Person Hold (Crossover)		
Head Support (to prevent biting, spitting etc)		
Leg Support (to prevent kicking)		
Securing Hands (to prevent scratching/hair pulling)		
Other?		

Degree of force used (circle/underline)	Mild	Firm	Restrictive
Where there any physical injuries to pupil and/or staff members? **ALL INJURIES MUST BE RECORDED IN THE ACCIDENT BOOK**	Yes		No

Young Person	
Injury:	Action Taken:
Staff and Others	
Injury:	Action Taken:



Description if necessary:

Reasonable force signatures (sign only after reading and agreeing with the account given)

Name:	Signature:	Name:	Signature:

SIGNIFICANT INCIDENT REPORT

ALL STUDENTS ON ROLL AT EDUCATE U HAVE EHCP AND SEN STATUS

REPORTING SECTION					
Which member of SLT/Behaviour Team was the significant incident reported to and when:					
Who?			When?		
Has the incident been reported on My Concern? (please circle/underline)			Yes		No
Other person's informed of the incident (Parent/carer, Social worker, YOT, Police etc):					
Name	Relationship to Student	By Whom	Date	Time	Contact type
Any comments from parents/carers – (note any forms of threats/allegations)					

Post-incident support & debriefing		
Young person		
Date:	Staff:	
Resolution satisfactory?	Yes	No (if no, please explain)
Staff		
Date:	Staff:	
Resolution satisfactory?	Yes	No (if no, please explain)

Significant Incident Signatures	
Staff Lead Signature:	Date:
SLT Signature:	Date:
Headteacher Signature:	Date:

SIGNIFICANT INCIDENT REPORT

ALL STUDENTS ON ROLL AT EDUCATE U HAVE EHCP AND SEN STATUS

SLT USE ONLY	
Incident monitoring, comment & recommendation:	Please place Y or N
Was the staff supervision satisfactory?	
Have all the relevant people been informed?	
Has post incident debriefing & evaluation taken place?	
Does a behaviour plan need to be implemented/updated?	
Action Taken:	Tick once complete
Discussion	
Reparation	
Referral to Therapy Team	
Other	
Is further action necessary? If yes, please identify the actions and staff responsible to carry them out. If no, please type N/A in the box below	

OFFICE USE ONLY
Reference Number:
Transferred to Bromcom (Date):