



Connection ● Communication ● Independence ● Aspiration

Behaviour Policy 2025 / 2026



Behaviour Policy

Connection

Communication

Independence

Aspiration

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Behaviour Principles Written Statement

At Redwood, relationships matter.

Building positive relationships are vital to develop trust and connection. They enable our learners to feel safe and secure.

Our approach to behaviour follows a relational approach.

At Redwood, we:

- Treat each young person with dignity and respect.
- View all behaviour as communication; we listen and seek to understand.
- Focus on repairing relationships (restorative and not punitive).
- Recognise that emotions and learning are connected, and that anxiety is the enemy of learning.
- View each incident as a learning opportunity, teaching the skills needed to regulate.
- Never judge and always show empathy.
- Model behaviour (as staff), remaining calm and regulating our own responses.
- View each young person developmentally, providing a personalised response.
- Understand each young person's wider context.
- Recognise the importance of having the correct provision for each learner.
- Understand the significance of transition.
- Give each young person a fresh start every moment.

Our Values and Beliefs:

Our values align with a relational approach toward behaviour. A learner's behaviour tells us something about their needs and regulatory systems, rather a choice or intention.

Connection:	Positive relationships and interactions are vital for the wellbeing of everyone at Redwood
Communication:	We recognise that all behaviour is communication.
Independence:	We place emphasis on developing confidence, self-esteem, and resilience.
Aspiration:	Every moment is a learning opportunity.

We believe our learners want to behave well. We believe that they can all make progress with managing their emotions and regulating their anxiety.

We believe that the right provision is vital to support our learners. The right learning environment, including during unstructured times, enables our learners to be successful.

Aims of this Policy

- To promote an environment where all members of the school community feel safe, secure, and valued.
- To develop learner strategies to cope with their emotions and regulate their behaviour, helping them to become as independent as possible.
- To encourage positive relationships between all members of the school community.
- To support the development of emotional wellbeing, and mental health.
- To help build confidence, self-esteem, and resilience.
- To be consistent in our approach to managing behaviour for each individual.

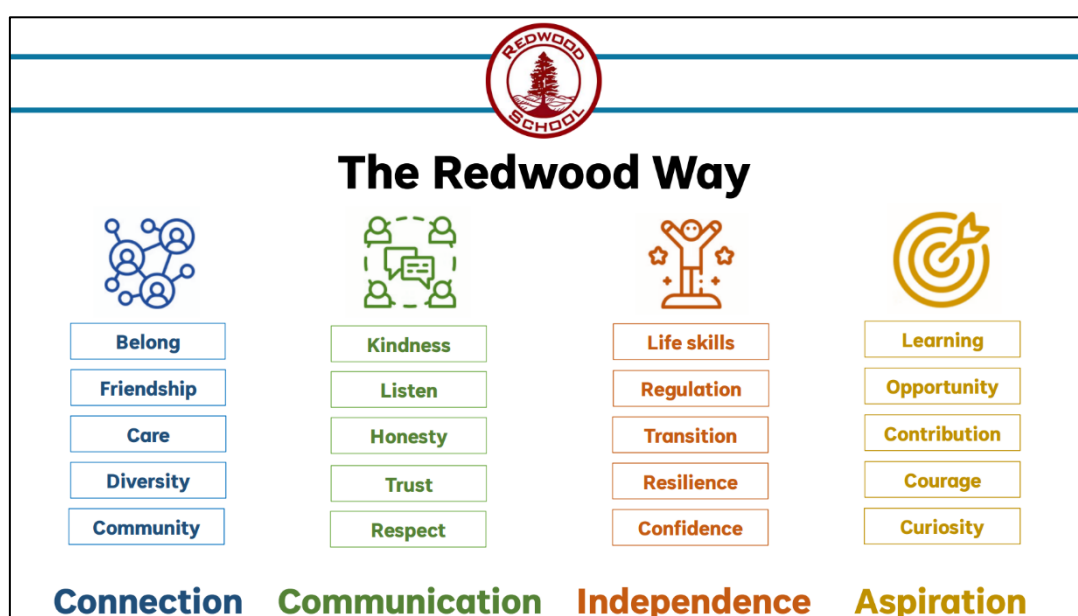
Responsibilities of Staff at Redwood:

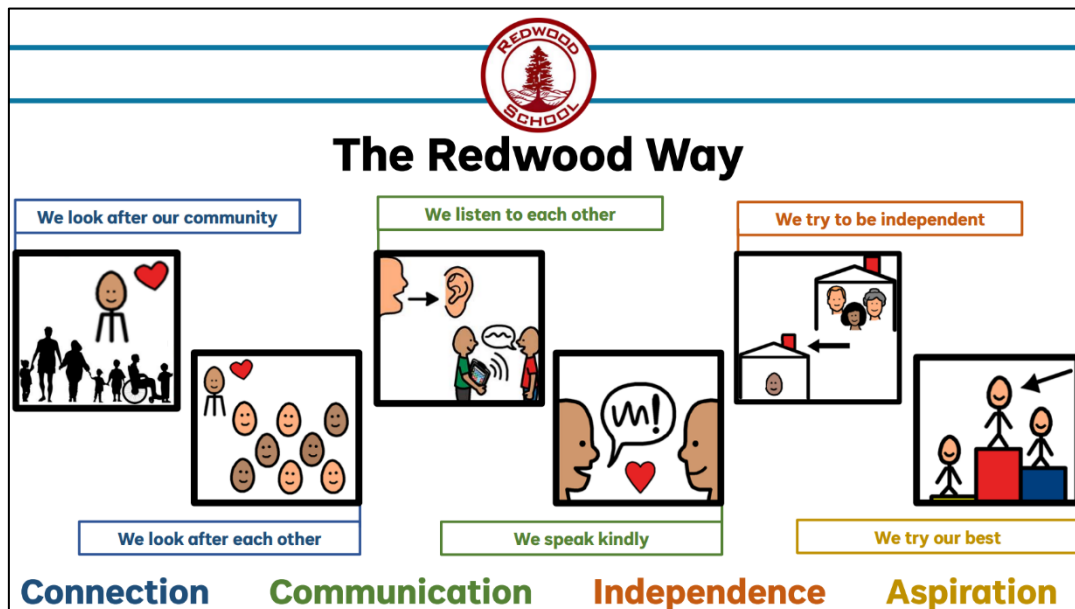
- Behaviour is the responsibility of **ALL** staff at Redwood.
- All staff support with creating a warm and inclusive culture, and with setting and modelling the standards expected (see The Redwood Way).
- All staff will follow the written principles (Page 2) that underpin our approaches to behaviour.
- All staff will always follow school policies and procedures, particularly regarding their role in ensuring effective safeguarding.
- All staff will ensure that incidents are accurately recorded following school policies and procedures.
- Serious incidents must be recorded within 24 hours, with parents/ carers informed on the day of the incident.
- Serious incidents must be reported to a member of SLT.

The Redwood Way:

The Redwood Way aims to create a positive learning environment where learners can thrive. They provide a framework to enable high expectations towards behaviour and conduct closely linked with our school values.

The Redwood Way is adapted to be developmentally appropriate for the broad range of learners in our school.





When a learner is struggling to follow the Redwood Way, we recognise that this is a learning opportunity.

Celebrating Positive Behaviour at Redwood:

Positive behaviours are praised and celebrated to promote the following of the Redwood Way and school values. We recognise that this is far more powerful than sanctioning or punishing negative behaviours.

We place a great emphasis on rewards as intrinsic motivators. Extrinsic rewards can be used as motivators that we would expect to see reduce over time. Rewards are never used as bribes or reverse sanctions.

Praise: Clear, concise, and specific praise is given to all learners to celebrate individual successes, recognise effort and re-enforce positive behaviours.

Unconditional positive regard: Always reinforced with all learners and staff.

Home-school communication: Staff will share information about positive behaviour with home.

Positive Behaviour Rewards System:

The Positive Behaviour Rewards system provides learners with the opportunity to receive points for these behaviours and exchange them for tangible rewards. These points are linked to the Redwood Way (see page 3).

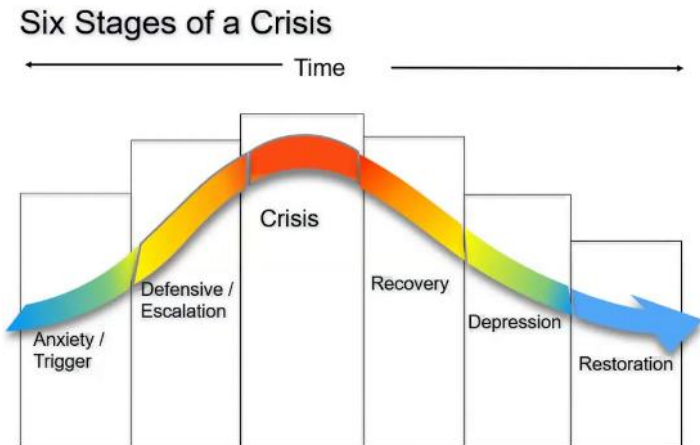
These points are recorded by staff on Arbor and within class either on display boards or personalised bank books. Once certain milestones are reached learners can exchange their points for a prize from the Rewards Trolley. Once points have been spent learners must build their balance back up before spending again. Alternatively, learners can choose to save points to exchange for more expensive prizes.

There is a large range of prizes to be achieved at each level (25, 50 & 75 points) and these are also personalised for different cohorts and interests. Once a learner reaches 125 points these can be exchanged for a £5 voucher and 250 points can be exchanged for a £10 voucher. These milestones are subject to review and may change dependent on the number of points being awarded whole school.

At Post 16 the reward system is linked to Vocational Pathways and achievers of the week can obtain rewards. This can be awarded for academic achievement or personal and social targets.

Finally, all points are tracked and when certain milestones are reached throughout the year, certificates are awarded within assemblies, with an electronic copy also emailed home to parents/ carers.

Stress, Crisis and Behaviour that Challenges:



The 'Six Stages of a Crisis Model' helps us to understand the link between stress, crisis, and challenging behaviour. Not all learners in crisis will display behaviour that challenges, and some may display behaviour that challenges when not in crisis.

The Challenging Behaviour Foundation state that: "Characteristically, challenging behaviour puts the safety of the person or others in some jeopardy or has a significant impact on the person's or other people's quality of life" (McGill, 2003).

Possible Causes of Behaviours that Challenge:

The reasons why learners may have high stress or display challenging behaviour will vary.

- An unmet basic need e.g. hunger, too hot, pain.
- Over-aroused or under-aroused.
- Demands being placed upon them or not enough processing time.
- Not enough structure or changes in routine.
- Difficulty in understanding others or being understood themselves.
- Difficulty navigating social situations or interactions with others.
- Emotional wellbeing or mental health issues.
- Previous traumatic experience or attachment difficulties.
- Medical needs e.g. pain, fatigue, ill health, changes to medication.
- Hormonal changes.
- Transitions.

Behaviours that challenge are not generally 'curable' overnight. Meaningful and sustainable change can take some time and the focus should be on developing strategies for the learner to understand and manage their emotions and stressors. We strive to adapt this for each individual learner. The aim is not to be consistent between learners, but for all staff to be consistent in their approach to each individual.

Managing Stress, Crisis and Behaviours that Challenge:

All staff are responsible for helping learners to regulate their emotions, stress, and any resulting behaviours that challenge. Redwood staff will use a non-confrontational and calm approach, including help scripts to support in managing behaviours that challenge. Help scripts are used during any stage of crisis, and their careful wording make it easy to offer or accept assistance for the learner. Using principles of non-confrontation is not about doing anything or not intervening. It is about ensuring that interventions are effective and avoid needless stress.

Learners benefit from clear and consistent personalised boundaries or ‘non-negotiables’ that are appropriate to meet their developmental, social, and emotional needs. They also benefit from having a ‘way out’ of a stressful situation.

We recognise that staff may need to take time out following a stressful situation, and this support is made available.

Key Principles to Supporting Behaviour that Challenges (adapted from Hewett, 2005):

- Early intervention is key to reducing stress and preventing a crisis or incident from occurring.
- Stay calm and show this with your body language, communication style, behaviour, and facial expressions.
- Get your priorities right:
 - Manage the incident and ensure everyone is safe – managing a crisis is not a teaching moment, that happens later through restorative work and/ or reflection.
 - Work for an effective outcome rather than a winner and a loser.
- Tune in and stay sensitive to the learner’s stress levels (see ‘6 Stages of a Crisis’ model).
- See the situation from the learner’s point of view and validate their emotions.
- Continually assess the situation for risks, triggers, and opportunities to de-escalate.
- Seek support from other colleagues if needed. Support can be sought from neighbouring classes or from using Reset.
- Don’t expect to manage all incidents successfully; the key is to continually reflect and learn.

Reset at Redwood:

The reset room is accessible to all learners. They can request to use the reset room independently or with the support of a staff member, may be encouraged to use the room to support their regulation. Staff will follow the reset flow chart in the staff handbook.

Physical Intervention (adapted from ‘Use of reasonable force, advice for Headteachers, staff and Governing Bodies’ DfE 2013):

Redwood School uses Team Teach strategies and principles and has invested in its own in-house Team Teach trainers. The Team Teach approach focuses on de-escalating situations to reduce and ultimately eliminate the need for physical intervention. Physical intervention will only be used when other methods of de-escalation or intervention have been exhausted or where quick action is required (e.g. to prevent an assault).

Any Physical intervention must be reasonable, proportionate, necessary and in the learner’s best interest. It will always be at the lowest possible level and for the shortest possible time. Physical intervention may be used to:

- Prevent harm being caused to another learner or adult.
- Prevent the learner from harming themselves.
- Prevent damage being caused to property.
- Prevent serious disruption.

Physical intervention will never be used as a punishment, sanction, or to get learners to conform.

Physical interventions must be recorded on Arbour and parents and carers informed on the day of the incident (unless other agreement in place which is in writing). Staff are advised to keep their own records. Learner Support Plans then need to be updated following post incident reflection on how to reduce the chance of similar incidents recurring.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Where a member of staff has acted within the law – that is, they have used reasonable and proportionate force in order to prevent injury, damage to property or serious disruption – this will provide a defence to any criminal prosecution or other civil or public law action.

Parents and carers will always be informed when physical intervention has been necessary and in the best interests of the learner, unless other agreements have been made which are recorded and signed.

Unfortunately, on rare occasions, injuries may result from Physical Intervention (e.g. fingertip bruising). Staff at Redwood will always be factual, open, and honest when reporting and recording, including any non-Team Teach techniques used.

Although we operate a ‘hands-off’ approach wherever possible, failure by staff to take reasonable, proportionate, and necessary action could lead to them being held responsible.

Follow Up- Recovery, Depression and Restorative Practice (The 3 L’s):

Any follow up work needs to be personalised and appropriate to the needs of the learner.

Learners should be reassured and supported sensitively through the recovery and depression stages of a crisis. It is likely that if too many demands are placed at this time, or a restorative conversation is attempted too early, it will trigger another crisis incident.

When ready, the behaviour incident will be followed up appropriately considering the needs and best interests of the individual learner and their developmental level. Where possible, we will use restorative and reflective practices. Sanctions or punishments will not be used at Redwood.

Once they are calm (this may be within an hour, a couple of hours or the next day), a restorative activity or discussion, where appropriate, will be carried out with the learner by a trusted and familiar member of staff. Ideally this would be a member of staff who experienced the incident with them. The aim of Restorative Practice is for learners to take responsibility for their own behaviour and learning, strengthening, and repairing relationships, being inquisitive about what needs to happen to move forward and avoiding attributing blame (Thorsborne & Blood, 2013). For many of our learners, it would be important to reflect upon how others will have thought, felt, or have been affected by any incident.

A framework for a restorative conversation:

- [Listen](#) - What happened? – Allow the learner to tell the whole story from their point of view.
- [Link](#) - How did you feel when it happened? – Go back to different points of the story and ask how they were feeling.
- [Learn](#) - What can you do next time you feel this way? – Reflect on how the situation can be repaired and resolved to allow them to move on. Develop regulation strategies - what could happen differently the next time the learner feels the same way?

At Redwood, this process is considered developmentally. The 3 questions remain the same but will be presented differently for each learner, e.g. using visuals, social stories, comic strip conversations, Zones of Regulation, technology etc. We aim to remove all barriers for our learners to enable them to engage in restorative conversations wherever possible.

Learners should always know they are not defined by an event. Once an incident and any following restorative work is complete, then the incident is finished, and we all move on ensuring constant unconditional positive regard is upheld.

Consequences:

Behaviour has consequences. It is important that our learners develop an understanding of this as a vital life skill. Where logical consequences are used for behaviours, these must link to the context of the situation and are always viewed as a teachable moment that supports the learner/ learners involved in moving forward and making a different choice in the future.

The school and classroom must be a safe place for all learners. Following incidents or a series of incidents, changes may need to be made to a learner's provision, either short term or long term. We will always seek to protect the security and stability of the school community.

Records and Documents:

Relevant documentation on managing behaviour and keeping records can be found in our Staff Handbook on the school intranet.

- Behaviour and physical interventions are recorded on Arbor.
- Follow up communications (e.g. with families/ agencies) are recorded on CPOMs.

Other documents that may need to be completed or updated include:

- Learner Support Plans (and risk assessments)
- Accident Report if anyone has sustained an injury.
- If the incident involved any bullying, discriminatory behaviour (e.g. racism, sexism, homophobia etc) or safeguarding concerns then it will be recorded on CPOMS by the member of staff who witnessed the incident. Appropriate follow up will be put into place and documented.

It's important when reflecting and analysing behaviour at Redwood we consider the whole learner, and the individual learners needs.

At the end of each day class teams will reflect on the learner's day. They will reflect on any behaviour, what the function of the behaviour may be, how the learner has navigated this through the day and try to identify any potential patterns. This daily reflection is recorded on Arbor.

Class teachers are responsible for recording and reporting daily reflections, anxiety, behaviours of concern, physical interventions and any bullying.

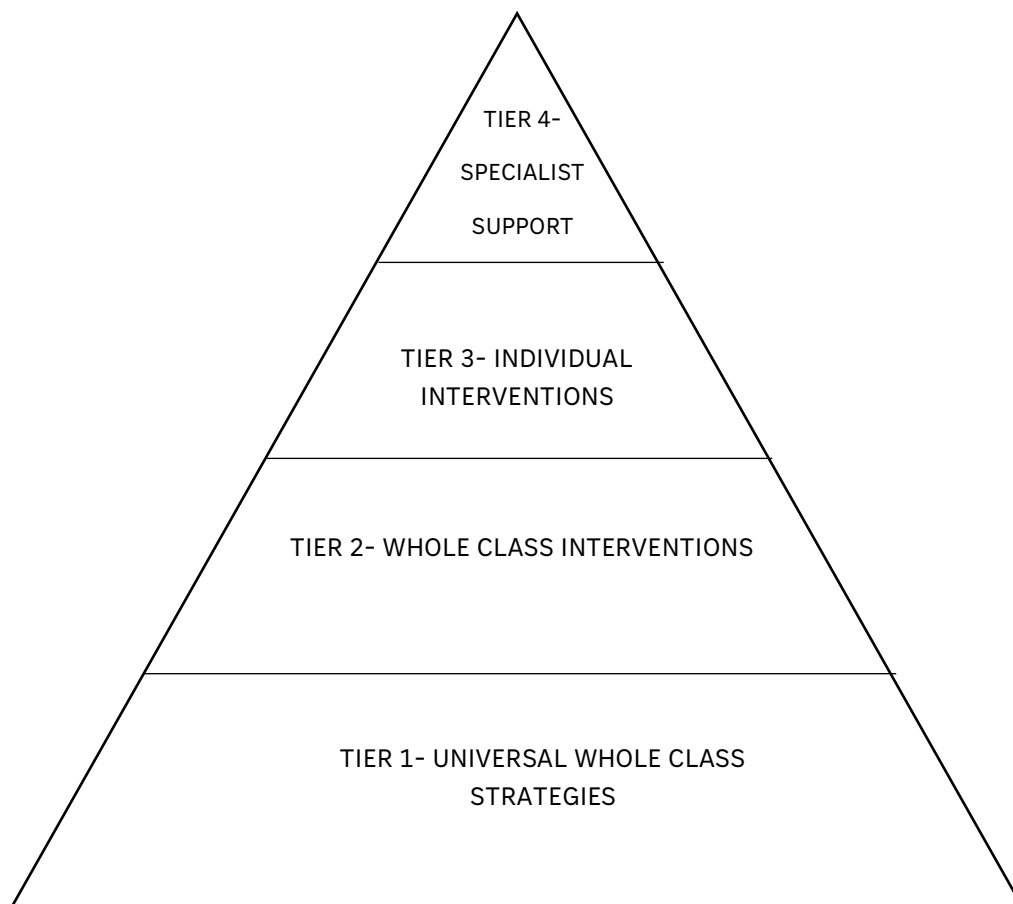
Reflection categories

Stage	Description
Stage 3 PI	- A crisis incident where the learner has lost control and there is the need for PI
Stage 3	- A crisis incident where the learner has lost control

Stage 2	<ul style="list-style-type: none"> - The learner has struggled to engage and has made no progress during the day
Stage 1	<ul style="list-style-type: none"> - The learner may be struggling to access learning- they may be anxious about something in particular - At times the learner is still able to access some learning
Ready to learn	<ul style="list-style-type: none"> - Engaged in learning all day - Naturally there maybe some low level anxiety, but the learner self-regulates and navigates way through the day

Depending on the needs of the individual learner staff will reflect on the learner’s day and decide if they feel a referral through the graduated approach is necessary. Class teachers will make a referral through the school internal referral system.

Graduated approach:



We appreciate at Redwood that learners are individual, and support may need to be offered at different times depending on the individual’s needs. The graduated approach is our support offer, and caseload is determined through a weekly MDT pastoral meeting.

Support:

Tier of support	Support put in place	When is the support implemented?
Tier 4	<ul style="list-style-type: none"> • Functional assessment • Referrals to external agencies e.g., IST team, educational psychology • As well as all other tier 3 support 	Learner is presenting at stage 3 or stage 3 PI
Tier 3	<ul style="list-style-type: none"> • Personalised interventions • Personalised therapy sessions following a OT or SaLT referral • Referrals to external agencies if appropriate e.g., CAMHS, LD team, mental health and wellbeing support 	Learner is presenting at stage 3 or stage 3 PI
Tier 2	<ul style="list-style-type: none"> • Class team meeting with support from provision lead if appropriate • Class support from OT if required • Class support from SaLT if required • Bespoke class intervention if required 	Learner/s in class are presenting at stage 2 for a period of time. This differs from the learner's normal presentation.
Tier 1	<ul style="list-style-type: none"> • Documentation review and update • Classroom fundamentals review and further implementation if required • Access to breakout space and sensory breaks if appropriate • Sensory audit • Class team meetings • Routines and structure review 	Learner/s in class are presenting at stage 1 for a period of time. This differs from the learner's normal presentation.
Ready to learn	<ul style="list-style-type: none"> • Current provision is maintained 	

The Importance of Transition:

Transitions are significant in the lives of all learners. They experience a range of transitions daily; from home to school, between rooms and between staff in school, ending one activity and starting another or from lessons to break time.

We recognise that consistency, predictability, and routine help learners feel safe throughout transitions. Staff understand that emotions and behaviour can be triggered by both small and large changes, and learners will always be pre-warned or reminded about changes in routines, using visual supports where appropriate. We support daily transitions by:

- Recognising that an individual's needs are unique to them.
- Greeting learners who need it at the entrance to school and the classroom.
- Ensuring high levels of staffing during transitional times.
- Ensuring all learners know where to go to seek help if required.
- Providing resources to support transitions (e.g. Visual Timetables, Now and Next boards, transitional objects, Social Stories).

- Supporting them to develop their management of transition as a vital life skill.

Larger transitions, such as a transitioning to Redwood, or out of Redwood, or even a learner transitioning to a different class, will require a transition plan; some may need additional support, a high level of personalisation and a longer transition period. These will be created in collaboration with staff, parents/carers, and the learner (where developmentally appropriate). All transition plans will be flexible and responsive to stress levels and wants/ needs. The basis of any transition will be developing relationships.

Safeguarding

We recognise that changes in behaviour may be an indicator that a learner needs help or protection.

We will consider whether a learner's behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, this will be recorded on CPOMs, and we will follow our Safeguarding Policy.

Suspensions and Exclusions:

These will only be used when there is no other option or in very serious circumstances. We do not have a culture of using suspension and exclusion at Redwood School. We recognise the potentially detrimental impact of suspensions and exclusions and seek to provide a more personalised response that supports the learner following an incident.

Only the Head Teacher can make the decision to suspend or exclude, or the Deputy in the event of the heads absence.

Suspension and exclusion will never be used as a punishment. Necessary adjustments must be made to the environment, provision or curriculum for the learner to return. A restorative process will be carried out before the learner returns to school. Arrangements will be made for education at home if the exclusion is prolonged.

Searching (adapted from 'Use of reasonable force, advice for Headteachers, staff and Governing Bodies' DfE 2013):

Searching can play a critical role in ensuring that schools are safe environments for all users. If staff feel there are reasonable grounds to suspect that a learner may have a prohibited item (detailed below), then the Headteacher, a member of SLT or a member of the behaviour/ safeguarding team, will conduct a search. There will always be another member of staff witnessing. Where possible, we will contact parents/carers prior to any search. We work collaboratively and pro-actively to reduce the risks by creating individual risk assessments where required.

The list of prohibited items are:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Knives and weapons (including replica weapons) • Alcohol • Drugs or Illegal substances • Stolen items • Tobacco and cigarette papers • Vapes or E-cigarettes • Fireworks | <ul style="list-style-type: none"> • Pornographic images • Electronic devices being used inappropriately including mobile phones, cameras and recording devices • Any item that could be used to harm self or others or cause damage to property |
|--|---|

Anti Bullying:

Redwood School is completely opposed to all types of bullying and discrimination. It is entirely contrary to the values that are implemented to make the educational experiences of our young people as happy and positive as possible. The school will work closely with all stakeholders to eliminate bullying or discrimination as much as possible, and to ensure that any incidents are dealt with quickly and efficiently.

The aims of the school's anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and stop any continuation of harmful or bullying behaviour
- To react to bullying incidents in a reasonable, proportionate and consistent way
- To safeguard and support anyone who has experienced bullying
- To apply restorative actions to the learner causing the bullying and ensure they learn from the experience (this could include multi-agency support)

Our Approach to Bullying and Discrimination:

The approaches taken to support both the victim and the perpetrator will be highly personalised, depending on their individual needs, level of understanding and preferred methods of communication.

At Redwood we use positive and restorative methods to manage and respond to bullying behaviours. Action that is solely disciplinary is not considered the right choice within our environment and does not support our whole school values. Learners should be held to account for their behaviour in a developmentally appropriate way.

Learners who have been bullied will be supported by:

- a. Offering an immediate opportunity to discuss their experience in a safe environment with a familiar adult from the class team, a member of the quality-of-care team or a DSL/Deputy DSL.
- b. Reassurance and continuous support. They will be encouraged to tell an adult if there is a recurrence of the bullying.
- c. Engage in work to restore self-esteem and confidence.
- d. Providing ongoing support. Learners involved in instances of bullying will be carefully monitored to ensure safety.
- e. Maintaining strong links with parents/carers, including instances where concerns may have been raised by parents as a result of out of school incidents.
- f. Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and support.
- g. Where appropriate, participate in restorative conversations with the perpetrator.

Learners who have bullied will be supported by:

- h. Being informed, in a developmentally appropriate way, that their behaviour is wrong and it must stop.
- i. Using restorative questions to discuss the behaviours displayed.
- j. Establish accountability and link to logical consequences, where appropriate.
- k. Informing parents/carers to help support and change the behaviour of the learner.
- l. Providing an appropriate education to prevent recurrence.
- m. If online, requesting that content be removed and reporting accounts/content to the service provider.

n. Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and support.

o. Where appropriate, participate in restorative conversations with the victim.

Preventing Bullying and Discrimination:

Our calm, nurturing environment creates a positive ethos that promotes learners' wellbeing and self-esteem. We promote positive communication between learners and staff and always model these interactions. This is supported by a well-planned and responsive curriculum. This includes whole class and targeted RSE and Online Safety lessons, assemblies with SMSC themes which are followed up in class and The Redwood Way, which promote high expectations of learner behaviour.

Monitoring and Self-Evaluation:

CPOMs is used for reporting bullying and actions, and these are evaluated for their effectiveness over time. The procedures will be reviewed, monitored and evaluated on an ongoing basis through:

a. Quality assurance and ongoing observations around school

b. Learner survey

c. Parent/carer survey

d. Ongoing analysis of bullying and discrimination incidents which are presented to the governing body through the termly behaviour report

e. Ongoing discussions with staff, learners and parents