Connection ● Communication ● Independence ● Aspiration

Behaviour Policy 2026 / 2027

Behaviour Policy

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.

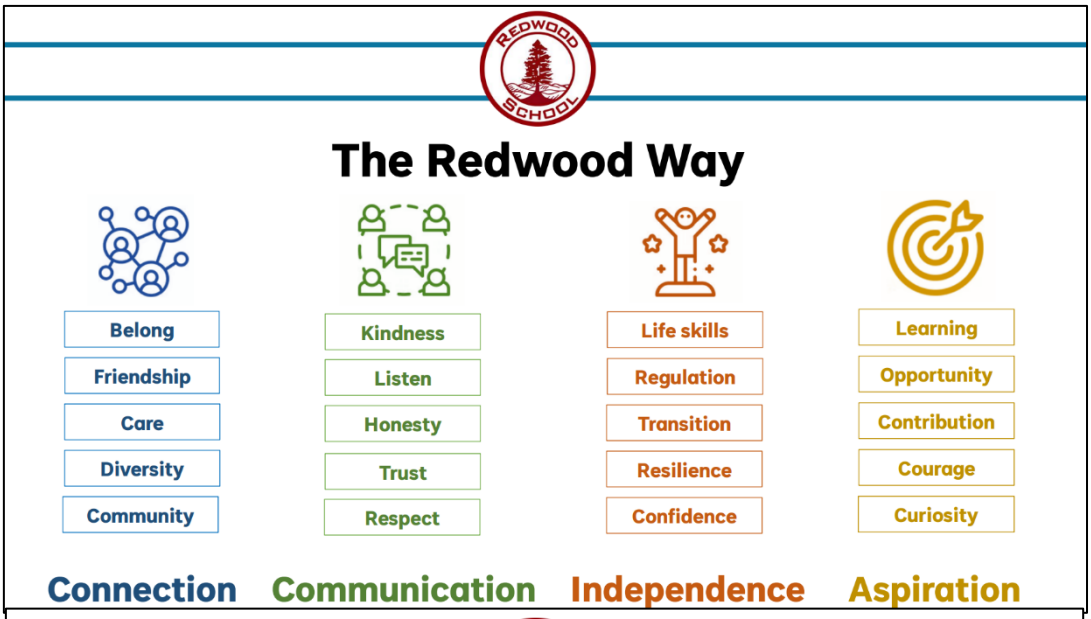
Responsibilities of Staff at Redwood:

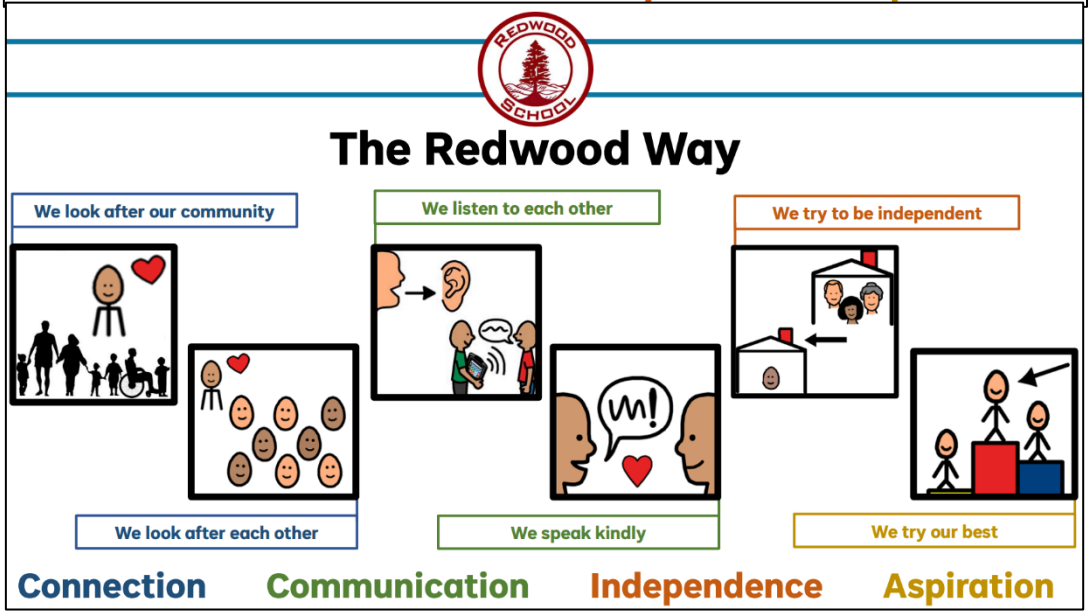
- Behaviour is the responsibility of **ALL** staff at Redwood.
- All staff support with creating a warm and inclusive culture, and with setting and modelling the standards expected (see The Redwood Way).
- All staff will follow the written principles (Page 2) that underpin our approaches to behaviour.
- 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.

Recognition, Encouragement and the Redwood Way:

At Redwood, we recognise that behaviour is a form of communication and that learners are most able to make positive choices when they feel safe, understood and emotionally regulated. Our approach focuses on noticing, acknowledging and reinforcing the behaviours, attitudes and actions that reflect the Redwood Way. We believe that recognising learners when they are making positive choices helps to build confidence, strengthen relationships and develop intrinsic motivation. This approach is far more effective in promoting long-term success.

Recognition and rewards are used to celebrate achievement, effort, progress and positive choices. They are most effective when they are authentic, relational and often unexpected, arising naturally from staff noticing learners demonstrating the Redwood Way. Recognition is not something learners are expected to earn through compliance, nor is it used as a bargaining tool to influence behaviour. Rewards are never used as bribes to gain compliance or as reverse sanctions that can be withdrawn or withheld as a consequence of difficulties with

behaviour. Instead, recognition serves to strengthen positive relationships, build self-esteem and help learners develop confidence, self-awareness and a sense of belonging within the school community.

Praise and Recognition: Recognising the Redwood Way:

Staff are encouraged to actively notice and acknowledge when learners are following the Redwood Way throughout the school day.

Recognition may take a variety of forms, including:

- Verbal praise and encouragement.
- Sharing successes with families.
- Celebrations in class or assemblies.
- Opportunities for responsibility, leadership or contribution.
- Recognition of personal achievements and progress.
- Spontaneous and unexpected acknowledgement of positive choices, effort or growth.

Recognition should be:

- Immediate and meaningful.
- Clear, specific and genuine.
- Focused on effort, perseverance, progress and positive choices.
- Linked directly to the Redwood Way values.
- Often unexpected and naturally occurring, rather than relied upon as an incentive.
- Used to acknowledge and celebrate positive behaviours and achievements rather than to secure compliance or control behaviour.
- Never withdrawn, removed or used as a sanction for behaviour.

Examples may include acknowledging a learner for managing feelings of frustration, attempting a challenging task, showing kindness to others, seeking support appropriately or returning to learning following a period of dysregulation.

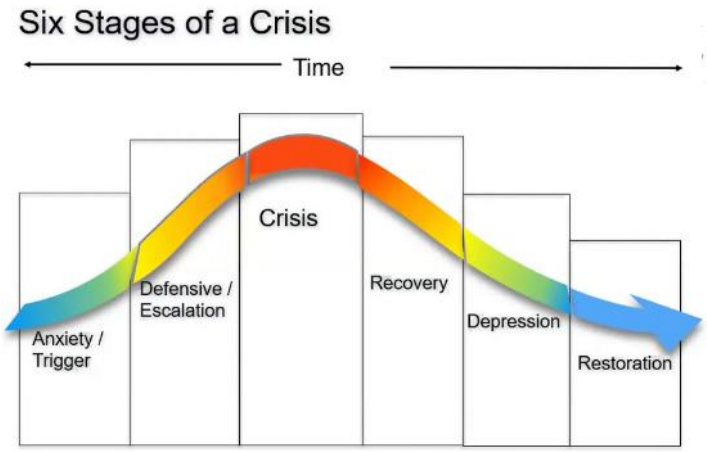
Unconditional Positive Regard:

All staff are committed to demonstrating unconditional positive regard. This means maintaining positive, respectful and supportive relationships with learners at all times, regardless of the challenges they may be experiencing. Staff communicate to learners that while some behaviours may need support, reflection or repair, each learner remains valued, respected and accepted as a member of the school community.

Home-School Communication:

Staff will share successes, achievements and examples of learners demonstrating the Redwood Way with parents, carers and families. Celebrating these moments helps strengthen the partnership between home and school and reinforces learners' confidence and sense of achievement.

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 and Restrictive Practice

Redwood School adopts the Team Teach approach and has invested in accredited in-house Team Teach trainers to ensure staff are equipped to promote self-regulation, de-escalate incidents and reduce the need for restrictive practices. Our primary aim is always to understand the reasons behind behaviour, maintain positive relationships and support learners to regulate safely.

In line with current guidance, any use of restrictive practice, including physical intervention, will only be considered when it is reasonable, necessary, proportionate and the least restrictive option available to prevent harm. Restrictive practices are only used when there is a clear and immediate risk that cannot be managed safely through preventative or de-escalation strategies alone.

Physical intervention may be used to:

- Prevent a learner from causing injury to themselves.
- Prevent a learner from causing injury to another learner or adult.
- Prevent serious damage to property where there is a risk of harm.
- Prevent behaviour that presents a significant risk to the safety, welfare or dignity of the learner or others.

Any intervention will:

- Be used for the shortest time necessary.
- Involve the least amount of force required.
- Be proportionate to the level of risk presented.
- Respect the learner's rights, dignity and individual needs.
- Be carried out, wherever possible, by trained staff using approved Team Teach strategies.

Restrictive practices, including physical intervention, will never be used:

- As a punishment, sanction or consequence.
- To secure compliance with instructions where there is no immediate risk of harm.
- For the convenience of staff or to compensate for inadequate staffing or planning.
- In a manner that is degrading, humiliating or causes unnecessary distress.

The decision to use physical intervention remains a matter of professional judgement and must always be based on the specific circumstances at the time, taking into account the learner's needs, known triggers, communication profile and assessed level of risk.

All incidents involving restrictive practice must be recorded on Arbor as soon as possible and no later than the end of the working day. Parents/carers will be informed on the same day unless an alternative arrangement has been agreed and documented. Following any incident, a debrief and reflection process will take place with staff and, where appropriate, the learner. This will inform any updates required to Behaviour Support Plans, Risk Assessments, Positive Handling Plans or other relevant documentation to help reduce the likelihood of future incidents.

Redwood School recognises that, despite being carried out appropriately, physical intervention can occasionally result in unintended injury. Staff are expected to report and record all incidents factually, accurately and transparently, including any injury, distress or deviation from planned approaches.

Whilst Redwood School promotes a 'hands-off' and least restrictive practice approach, staff also have a duty of care to take reasonable action to prevent foreseeable harm. Failure to take appropriate action where a learner or others are at risk may place individuals at greater risk and could constitute a failure to fulfil that duty of care.

The school is committed to regularly reviewing its use of restrictive practices to ensure they remain lawful, ethical, proportionate and centred on the safety, wellbeing and dignity of every learner.

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.

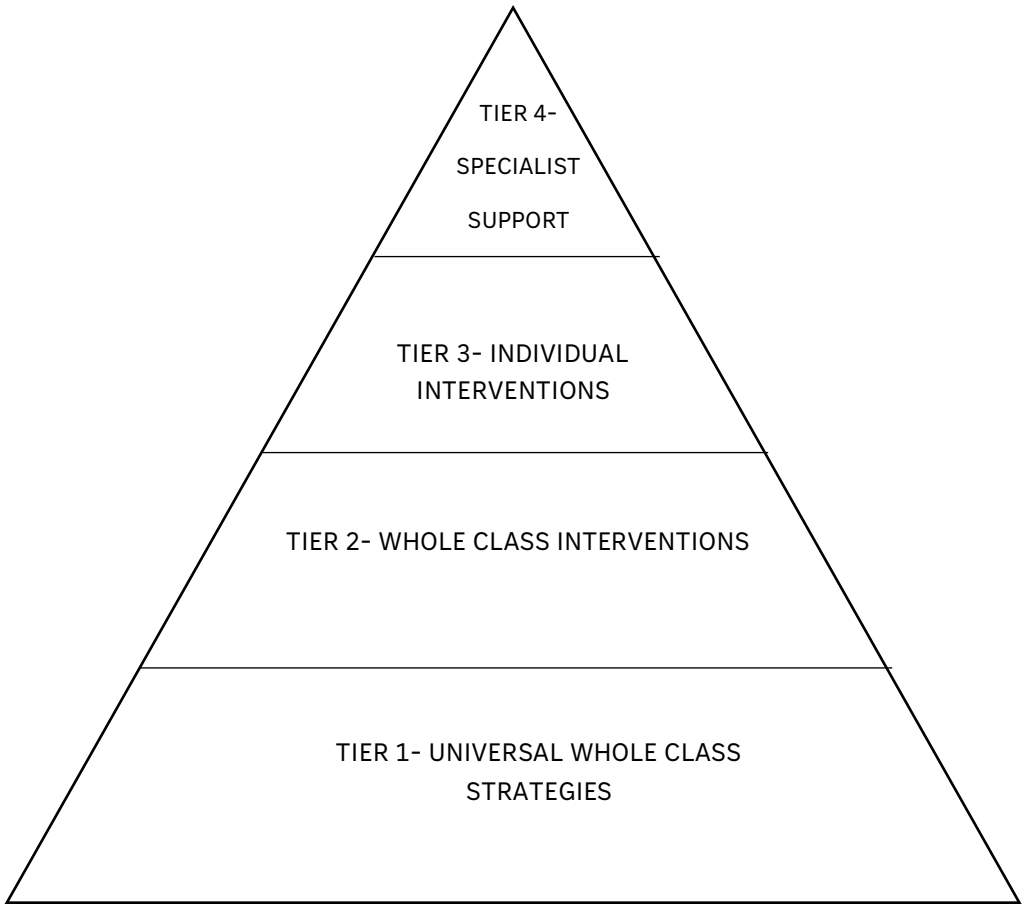
Class teachers are responsible for recording and reporting daily reflections, anxiety, behaviours of concern, physical interventions and any bullying.

Reflection categories

Stage	Description
Physical Intervention	- 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	- The learner has struggled to engage and has made no progress during the day
Stage 1	- 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	- 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.

Tier of support	Support put in place	When is the support implemented?
Tier 4	• 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	• 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	• 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	• 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	• 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:

- Knives and weapons (including replica weapons)
- Alcohol
- Drugs or Illegal substances
- Stolen items
- Tobacco and cigarette papers
- Vapes or E-cigarettes
- Fireworks
- 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