

Student Behaviour Support Policy

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Related Policies and Guidance Documents	515E SENAD Positive Behaviour Support Policy 506AHS Safeguarding Policy 413 Disclosures and Confidential Reporting (Whistleblowing) Policy 217.7 Employee Risk Assessment 204 Accident Reporting, Recording and Investigation Policy
Related Regulations	Education Act 1996: Section 550a The Children's Homes (England) Regulations 2015 Searching, screening and confiscation advice for school January 2018
Annexes and Supplementary Info	
Responsible Person	Bernardo Vega
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September 2025	Reviewed – no changes
May 2026	Complete rewrite
September 2026	P7 Smoking and Vaping section added; P9 Prohibited items vapes or cigarettes removed

This policy outlines our whole-school approach to supporting behaviour at AHS. It reflects our commitment to creating a safe, predictable and nurturing environment where all students can thrive. We aim to:

- Create a positive culture that promotes high standards of behaviour, ensuring all students can learn in a calm, safe and supportive environment.
- Embed **NAPPI (Non-Abusive Psychological and Physical Intervention)** as the core framework for preventing, managing and reducing behaviours of concern.
- Ensure clear routines, consistent communication and predictable responses across the school.
- Support students to reflect on their behaviour and understand its impact on themselves and others.
- Teach and model positive behaviour and the values that underpin it.
- Emphasise behaviours that enable reflective learning and emotional regulation.
- Provide a framework for the consistent management of behaviour-related issues.
- Encourage all members of AHS to show care and consideration for themselves, others and the wider community, underpinned by unconditional positive regard.
- Define unacceptable behaviour (while considering underlying causes), including bullying and discrimination.

Principles

At AHS, we believe that effective learning takes place in an environment where expectations are clear, consistent and developmentally appropriate. We recognise that behaviour is a form of communication and that a student's Autism, Speech, Language and Communication Needs, or other SEND may significantly influence how they express themselves. By embedding NAPPI principles throughout our practice, we ensure that behaviour is approached with compassion, consistency and unconditional positive regard. This policy reflects our shared responsibility to uphold a culture where every student can learn, grow and succeed. We are committed to understanding the function of behaviour and supporting students to develop safer, more effective strategies.

Positive relationships sit at the heart of our practice. Staff explicitly teach, model and repair relationships as part of our relational ethos. We believe that, with the right support, students can learn to self-reflect and self-manage, and we work to create the conditions that make this possible. We avoid aggressive confrontation and use non-abusive, psychologically safe approaches at all times. Consistency, predictability and emotional safety are central to reducing anxiety and supporting positive behaviour. This policy applies at all times on school premises and during community or residential visits.

Context for students at AHS

All students at AHS have a diagnosis of Autism and/or Speech, Language and Communication Difficulties. Many have experienced previous placement breakdowns, often due to environments that were unable to meet their complex needs. As a result, some students arrive with heightened anxiety around behaviour systems and may have had negative experiences of behaviour management and behaviour support in the past.

Our student voice survey (June 2024) indicates that students generally feel they behave well, but that sensory overload and unexpected changes are the most common triggers for dysregulation. Students also expressed a strong desire for staff to consider the context of each behaviour when responding to incidents. In response, this policy emphasises clarity, predictability and reduced cognitive load, supported by visual cues, consistent language and NAPPI-aligned de-escalation. Our approach is trauma-informed and SEND-sensitive, ensuring that students feel understood, safe and supported.

AHS Behaviour Support and Practice

Our behaviour curriculum is built around the **3Rs** (Right Place, Right Time, Right Thing) and the **3Cs** (Care for Yourself, Care for Others, Care for Our Environment). These expectations form the foundation of our shared language and are explicitly taught, revisited and reinforced across the school. Visual reminders are displayed in classrooms and communal areas to support understanding and consistency.

Therapeutic provision plays a central role in helping students understand their thoughts, emotions and behaviours. Through planned interventions, modelling and explicit teaching, students are supported to develop emotional literacy, self-regulation and positive social interaction. Pastoral teams provide relational safety and a sense of belonging, offering opportunities for restorative conversations and reflective practice.

NAPPI provides the overarching framework for behaviour support at AHS. All staff receive regular NAPPI training, ensuring a consistent, non-abusive and psychologically safe approach to preventing and managing behaviours of concern. NAPPI informs the development of individual Behaviour Support Plans, staff positioning and awareness, verbal and non-verbal de-escalation strategies, environmental adjustments, and the processes for recording, reporting and reviewing incidents. Physical intervention is used only as a last resort, only by trained staff, and only when necessary to prevent immediate harm.

NAPPI Behaviour Approach

The AHS NAPPI Behaviour Approach provides a clear, consistent structure for preventing, managing and reflecting on behaviours of concern.

- **Prevent & Regulate:** Staff create predictable, low-arousal environments using routines, visual supports, sensory regulation opportunities and clear communication. Expectations are adjusted to meet individual SEND needs, reducing triggers and maintaining emotional safety.
- **Support & De-escalate:** When early signs of dysregulation appear, staff use NAPPI-aligned strategies such as calm communication, co-regulation, reduced demands, offering choices, providing space and adjusting the environment to reduce anxiety and prevent escalation.
- **Respond to Risk:** If there is an immediate risk of harm, staff may use physical intervention, but only as a last resort, only by NAPPI-trained staff who have had the appropriate level of training, and only in ways that are necessary, proportionate, time-limited and non-abusive. In all cases the lowest level of force is used. All incidents are recorded and reviewed.
- **Restore & Repair:** Once the student is regulated, staff support restorative conversations, emotional processing and relationship repair. Students are guided to adopt safer strategies and reflect on what they need moving forward.
- **Review & Adapt:** Pastoral teams, therapists and senior leaders analyse patterns, triggers and contextual factors to refine support plans, adjust environments and reduce future risk, ensuring learning from each incident informs ongoing practice.

Some students may require additional support beyond the universal and targeted strategies outlined in this policy. In these cases, the student's Key Team provides the first layer of support, working closely with the student to understand their needs and reinforce consistent strategies. Where further intervention is required, the Assistant Head may work with the student for a time-limited period to support reflection, goal-setting and relationship repair.

If concerns persist, the Senior Leadership Team becomes involved to review the student's needs and identify further adjustments or interventions. Parents and carers are engaged throughout this process to ensure a collaborative approach. Where a student's placement requires additional stability, the Local Authority may also be involved. At every stage, therapeutic intervention is

prioritised over punitive approaches, ensuring that support remains aligned with the student's needs and the principles of NAPPI.

General Roles and Responsibilities

At AHS, all members of the school community share responsibility for creating a calm, predictable and emotionally safe environment. Our roles and responsibilities reflect the principles of NAPPI, ensuring that behaviour is supported through prevention, de-escalation and relational practice. Staff, students, parents and leaders work collaboratively to uphold a culture where dignity, safety and positive relationships are prioritised.

Students are supported to understand the school's expectations, including the 3Rs and 3Cs, and to recognise how these contribute to a safe and respectful learning environment. They are taught how to access therapeutic and pastoral support, how to engage in restorative conversations and how to reflect on their behaviour with the guidance of trusted adults. Students are encouraged to share their experiences of the behaviour culture so that the school can continue to refine and improve its approach.

Staff are responsible for creating calm, structured and supportive environments that reduce anxiety and promote regulation. They use NAPPI-aligned strategies to prevent and de-escalate behaviours of concern, including clear routines, low-arousal communication, co-regulation and environmental adjustments. Staff model positive relationships, teach behaviour explicitly and respond to incidents with consistency and professionalism. They record behaviour incidents promptly and accurately, contribute to Behaviour Support Plans and engage in reflective practice to improve outcomes for students. Staff also work closely with pastoral teams and therapists to ensure that responses to behaviour are developmentally appropriate and aligned with individual needs. Key staff are responsible for ensuring behaviour concerns, including incidents which result in use of reasonable force, are communicated with parents and with staff involved in post-incident debriefs.

Pastoral teams and therapeutic staff play a central role in supporting students' emotional regulation and wellbeing. They provide relational safety, help students understand their thoughts and feelings and facilitate restorative conversations when relationships need repair. They contribute to the development and review of Behaviour Support Plans, ensuring that strategies reflect the student's communication profile, sensory needs and emotional development.

Parents and carers are valued partners in supporting behaviour. They are encouraged to familiarise themselves with the behaviour policy, communicate any changes in circumstances that may affect their child and work collaboratively with the school to reinforce shared expectations. Parents are invited to participate in reviews, restorative processes and discussions about additional support where needed.

The Senior Leadership and Management Team (SLMT) ensures that the school environment promotes positive behaviour and emotional safety. SLMT supports staff in responding to incidents, monitors the consistent implementation of the policy and ensures that NAPPI principles are embedded across the school. They oversee the analysis of behaviour data to identify patterns, ensure equity and inform strategic decision-making. SLMT also ensures that all staff receive appropriate training in NAPPI; SEND and mental health; safe, lawful restrictive interventions; that risk assessments are in place for pupils where interventions may be required; and that policies and procedures meet statutory requirements. Where necessary, SLT works with parents, carers and external agencies to maintain placement stability and ensure that students receive the support they need. Leaders also ensure that the school culture prioritises prevention, predictability and emotional safety, consistent with our whole-school ethos of unconditional positive regard.

Defining Unacceptable Behaviours

We work proactively to reduce anxiety, teach regulation skills and create environments where pupils feel safe, valued and able to succeed. However, there are some behaviours that, regardless of underlying need, create risk or cause harm. It is important that our policy clearly identifies these behaviours so that staff, pupils and families understand the boundaries that keep everyone safe.

Defining unacceptable behaviours does **not** mean we view pupils through a deficit lens. Instead, it allows us to respond consistently, predictably and supportively when behaviour compromises safety, dignity or learning. When such behaviours occur, we focus on understanding the context, reducing triggers, supporting regulation and repairing relationships. Responses are always developmentally appropriate, trauma-informed and aligned with NAPPI principles.

A full list of behaviours deemed unacceptable can be found in the Appendix of this policy (see Appendix 1).

Some behaviours listed may be linked to a student's SEND profile, communication needs, sensory processing differences or emotional regulation difficulties. These behaviours will always be understood in context, and reasonable adjustments will be made in line with the Equality Act (2010) and the SEND Code of Practice (2015). Supportive, preventative and relational approaches will be prioritised.

Restrictive interventions, including use of reasonable force, in schools

AHS follows the statutory guidance issued by the Department for Education (2026), which replaces the 2013 document. This guidance clarifies the lawful use of reasonable force, introduces new duties for recording and reporting, and strengthens expectations around the protection of pupils—particularly those with SEND. Our approach is underpinned by the Human Rights Act (1998), the Equality Act (2010), the Education and Inspections Act (2006) and our safeguarding duties under KCSIE, as well as sitting naturally within our NAPPI-aligned, preventative and relational approach to behaviour support.

According to the 2026 guidance, **Restrictive interventions** are understood as any action—physical or non-physical—that prevents, restricts or subdues a pupil's movement. **Reasonable force** refers to using no more force than is necessary, and only for the shortest possible time, to prevent injury, a criminal offence, serious property damage or disorder. **Seclusion** is defined as confining a pupil alone in a space and preventing them from leaving, while **restraint** refers to any intervention that immobilises or limits movement, with or without physical contact. Our practice prioritises emotional safety, de-escalation and the reduction of restrictive interventions wherever possible.

Use of Reasonable Force at AHS

All staff have the legal power to use reasonable force in limited circumstances. At AHS, this power is exercised within the NAPPI framework and **only when essential** to prevent immediate harm. Staff are trained to use preventative and de-escalation strategies as their primary response, and physical intervention is always a last resort.

Force must never be used as a punishment. Staff must not use holds or positions that restrict breathing or circulation, and ground holds are considered high-risk; if a pupil ends up on the floor, staff must reposition them as quickly as possible. The guidance also makes clear that schools must not adopt a "no contact" policy. Appropriate physical contact—such as guiding, comforting, providing first aid or supporting regulation—is lawful and often necessary to maintain safety and connection, especially for SEND students.

AHS recognises that pupils with SEND may be more vulnerable to distress, sensory overload or communication difficulties that can lead to behaviours of concern. We work proactively to identify

triggers, adapt environments and use co-regulation to reduce the likelihood of restrictive interventions being needed.

Behaviour Support Plans are co-produced with parents, therapists and other professionals. These plans outline communication needs, sensory considerations, proactive strategies and any circumstances where increased physical contact may be appropriate. Plans are reviewed regularly and after any significant incident to ensure they remain effective and responsive.

Use of Seclusion as a form of supportive intervention

AHS **does not** use seclusion as defined in the 2026 DfE guidance. The statutory definition describes seclusion as *“keeping a pupil confined to a place away from others and preventing them from leaving.”* This is not part of our practice.

Instead, AHS uses a range of **proactive, relational and personalised approaches** to ensure that pupils feel safe, regulated and able to engage in learning. These approaches are rooted in NAPPI principles, co-regulation and unconditional positive regard. They are designed to *reduce* the need for restrictive interventions and to maintain each pupil’s sense of belonging within the school community.

When a pupil is not yet ready to access the classroom safely, we work *with* them to identify an alternative space or activity that supports regulation. This process is collaborative, predictable and grounded in the pupil’s individual needs. It may include:

- adjustments to the pupil’s timetable
- access to a quieter or lower-arousal space
- use of NAPPI “green” strategies such as co-regulation, sensory support or reduced demands
- short-term alternative activities within school, supported by trusted adults

These approaches are not disciplinary and are never imposed as a “consequence”. They are part of our preventative and therapeutic practice, designed to help pupils regain emotional safety and return to learning as soon as they are ready.

Where a pupil accesses an individualised space for regulation, the following principles apply:

- the pupil is **never prevented from leaving**, and staff maintain supportive supervision
- the space is calm, safe and non-threatening, and chosen to reduce distress rather than contain it
- staff use low-arousal communication and co-regulation to help the pupil feel understood and supported
- the process is collaborative, with the pupil’s voice and preferences guiding decisions wherever possible
- a clear, planned pathway for **reintegration** is agreed and enacted with the pupil, not imposed upon them

If, in exceptional circumstances, a situation meets the statutory definition of seclusion (i.e., a pupil is prevented from leaving a space to prevent immediate harm), this would be treated as a **restrictive intervention**. In such cases, AHS would follow all legal requirements for recording, reporting and reviewing the incident, in line with the 2026 guidance. However, our preventative, relational and NAPPI-aligned practice means that such situations are extremely rare.

Following any period of time spent outside the classroom—whether planned or reactive—staff support the pupil through co-regulation, reflection and relationship repair. Reintegration is handled sensitively and predictably, ensuring that the pupil feels safe, welcomed and ready to rejoin learning.

Recording and Reporting Duties

From April 2026, schools must follow new statutory procedures for recording and reporting the use of force, seclusion and restraint. AHS will ensure that:

- every significant incident is recorded in writing as soon as possible, ideally the same day
- records include context, triggers, de-escalation attempts, the type and degree of force used, any injuries and post-incident support
- parents are informed as soon as practicable, and no later than the same day wherever possible
- incidents involving seclusion or non-physical restraint are recorded and reported in line with the new regulations

These duties apply even when restrictive interventions are part of an agreed Behaviour Support Plan.

Post-Incident Support and Review

Following any restrictive intervention, AHS provides appropriate medical attention where needed and ensures that both pupils and staff receive emotional support. A reflective, restorative conversation will be organised by the staff member who is Tier 2 SOND at the time of the incident. A formal debrief process will be facilitated by the pastoral teacher (see Appendix 2 for Debrief Procedure); the therapist working; a member of SLMT, or a member of the Nappi team all of whom would not have been involved in the incident. This conversation explores what happened, why it happened and what adjustments may help prevent recurrence.

Incident data is analysed to identify patterns, reduce risk and strengthen preventative practice. This aligns with our NAPPI-informed “Review and Adapt” stage and supports a culture of continuous improvement.

Training

All staff at AHS receive timely training in **NAPPI (Non-Abusive Psychological and Physical Intervention)** to ensure a safe, consistent and preventative approach to behaviour. Training equips staff to understand the function of behaviour, recognise early signs of dysregulation and use non-abusive strategies to prevent and reduce behaviours of concern. Physical intervention is used only as a last resort and only by staff who are fully trained and certified.

Staff are expected to apply their training consistently, follow Behaviour Support Plans and use preventative and de-escalation strategies as their primary response. Leaders monitor practice through observations, incident analysis and reflective discussions, ensuring that NAPPI principles are embedded across the school. New staff receive a clear induction into the behaviour culture, and refresher training is provided regularly to maintain confidence and competence.

NAPPI training covers:

- Understanding the function and context of behaviour
- Early recognition of dysregulation and low-arousal responses
- Verbal and non-verbal de-escalation strategies
- Safe, supportive staff positioning and risk reduction
- Last-resort physical intervention (for trained staff only)
- Recording, reporting and reflective practice

Mobile Phones and electronic devices

We acknowledge the DfE guidance (2026) around mobile phones and we balance this with individual accommodation of student needs. We continue to work with parents and students to reduce reliance on and support boundaries around mobile phones through therapy, pastoral sessions and education.

- Students may bring mobile phones on site due to distances travelled from home and for communication.
- Students are encouraged to keep devices out of sight during lessons.
- Students are permitted to use devices during recreation times to support with socialisation, regulation, time management and communication, while staff will encourage reduction in this use through alternative activities, offline social interaction etc.
- Some students with Selective Mutism might use their mobile phone as their main form of communication by typing messages for staff and other students. This will be allowed.
- Students are permitted to use devices for sensory and emotional regulation purposes (e.g. listening to music, playing repetitive games, engaging within a sphere of interest).
- Students can use their mobile phone to pay for snacks at break time.

Devices are not permitted to be used in the following way:

- Recording of staff or other students;
- Interacting negatively with others;
- Accessing inappropriate websites, games or apps.

If a device is misused while a student is on the school site, the response will focus on restoring regulation and safety, with therapeutic pastoral support or Safeguarding involvement where needed, ensuring that phones are not used in ways that disrupt learning when the student is regulated.

For students with entrenched behaviours around mobile phone usage, and where there is a dependency which requires careful support for it to be reduced gradually without affecting attendance or arousal, this will be highlighted on individual student profiles.

Searching, screening and confiscation

We follow the DfE statutory guidance on searching, screening and confiscation (2023). Staff may search pupils where permitted, including for prohibited items and mobile phones used in breach of policy. The school will communicate with parents for support with these incidents.

Smoking and vaping

Alderwasley strongly encourages healthy living and works with students who smoke and vape to understand the risks associated with these activities. Smoking and vaping are not allowed on either of the sites or when engaging in any school off-site activities. Students who smoke or vape are only allowed to do so offsite, during breaktime or lunchtime, in the area designated for student smokers at Upper Site. The parents of any student under the age of 18 seen smoking or vaping in these areas will be notified of this. The Health Promotions team will liaise with parents and students to encourage and support students to give up smoking / vaping.

Bullying and Child on Child Abuse

As per our school Safeguarding Policy, incidents of sexual harassment, sexual violence or child-on-child abuse will always be managed in line with behaviour guidance and KCSIE.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by SENAD.

Appendix 1 - Definitions

Unacceptable behaviour	This refers to actions that disrupt learning, compromise safety or prevent students from engaging positively with the school environment. This may include: Behaviours that cause harm or risk of harm • Physical aggression towards others • Throwing objects in a way that could cause injury • Dangerous behaviour (e.g., climbing on unsafe structures, running away from supervision) • Use of items as weapons or threats Verbal or non-verbal behaviours that cause distress • Threatening language or gestures • Targeted insults or discriminatory comments • Sexualised language or behaviour • Persistent swearing directed at others Behaviours that disrupt learning or safety • Persistent refusal to follow reasonable instructions • Leaving class or supervision without permission • Interfering with the learning of others • Unsafe use of school spaces (e.g., corridors, playgrounds)
Serious unacceptable behaviour	This includes repeated breaches of expectations or actions that pose a significant risk to the safety or wellbeing of others. This may involve: • Deliberate damage to school property • Deliberate damage to another student's belongings • Misuse of equipment in a way that creates risk • Sexualised behaviour towards others • Coercive or controlling behaviour • Sharing or requesting indecent images • Any behaviour that may place a child is at risk of harm All responses are guided by NAPPI principles, ensuring that interventions remain non-abusive, proportionate and focused on safety.
Bullying	This is defined as the deliberate, repeated harming of an individual or group where there is an imbalance of power. Bullying may be emotional, physical, verbal, sexual, prejudice-based or conducted online. Bullying behaviours can include: • Repeated or targeted behaviour intended to cause distress • Child-on-child abuse, including sexual harassment or sexual violence

	• Discrimination related to protected characteristics (Equality Act 2010) • Online bullying or harmful digital behaviour All bullying incidents are recorded, investigated and addressed through restorative and supportive approaches that prioritise safety and repair.
Prohibited items	These are objects that pose a risk to safety or wellbeing. These include: Possession of prohibited items • Knives or weapons • Alcohol • Illegal drugs or drug paraphernalia • Fireworks • Stolen items • Pornographic or extremist material • Any item used with intent to cause harm Staff respond to possession of prohibited items in line with safeguarding guidance and NAPPI's emphasis on risk reduction and non-abusive intervention.
Behaviour of concern	This is any behaviour that indicates a student is struggling to regulate, communicate or cope with their environment. These behaviours are understood within the context of the student's SEND profile, sensory needs and emotional development. Staff respond using the AHS NAPPI Behaviour Pathway, prioritising prevention, de-escalation and relational support.

Appendix 2 – Procedure for Post-Incident Debrief

What event/situation may require a post-incident debrief?

A debrief should be aimed towards reflecting on and learning from an incident and working towards improved quality of provision for students and staff.

Examples of incidents:

- Physical interaction between students or involving staff
- Medical emergencies or accidents
- Use of physical intervention or holds
- Serious behavioural incidents (verbal or physical), including mental health crisis, significant self-injurious behaviour
- Incidents of absconding, which require high level response (i.e. search party, police involvement, dangerous behaviours)

Debrief Timeline

Immediately (0–24 hours)	
Initial check-in or support	Ensure safety, offer emotional support, and assess immediate needs.
Organising the debrief	The Tier 2 SOND at the time of the incident should lead on organising a debrief. Date/time of formal debriefing discussed and agreed.
Leading the debrief	Who can lead a debrief? The pastoral teacher or one of the therapists working with one of the students involved as long as not part of the incident; a member of SLMT, or a member of the Nappi team.
24–72 hours	
Formal debrief session	Complete Post-Incident Debrief form with relevant staff. Should be held in a private, calm space. Notes recorded as Chronicle Entry 'Post Incident De-brief Form' on Compass.
1 week	
Review	Ensure follow up actions have been completed. Update any relevant incident forms or safeguarding records. Agree on any adjustments to practice, support plans, or risk assessments. Identify any training needs or policy updates. Offer emotional support or signposting to counselling if needed.

AHS Student Behaviour Guide

What AHS Is Like

At Alderwasley Hall School, we want everyone to feel safe, calm and understood. Staff know that behaviour is a way of communicating. They understand Autism, Speech and Language Needs and other SEND, and they help you feel settled and ready to learn.

Staff use NAPPI, which means they keep you safe in a non-abusive, calm and respectful way. They help you regulate, make good choices and repair relationships when things go wrong.

Our AHS Expectations: The 3Rs and 3Cs



A Snapshot

AHS is a place where everyone should feel safe, calm and ready to learn. Our behaviour expectations help us look after ourselves, each other and our school.

How We Behave at AHS



Right
Place



Right
Time



Right
Thing



Care for
Yourself



Care for
Others



Care for Our
Environment

You Can



Ask for
help



Use your regulation
strategies

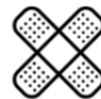


Talk to a
trusted adult



Make mistakes
and try again

You Cannot



Hurt anyone
physically



Hurt anyone
with words



Damage
property



Use devices in
unsafe ways

When You Feel Dysregulated

Staff will help you by:

Using calm voices and clear language

Reducing demands and offering choices

Helping you regulate

When Things Go Wrong

Staff will:

Help you calm first

Listen to your side of the story

Support you to repair relationships

How Staff Support Me



Prevent & Regulate

Staff help me stay calm by:

- Using clear routines and giving visual supports
- Helping with sensory needs, such as keeping the environment low-arousal
- Explaining things clearly



Support & De-escalate

If I start to feel dysregulated, staff will:

- Speak calmly
- Reduce demands or offer choices
- Give me space and help me co-regulate
- Change the environment if needed



Respond to Risk

If I or someone else is unsafe:

- Staff may use physical intervention
- Only trained staff do this as a last resort and to keep people safe
- It is non-abusive and time-limited



Restore & Repair

When I am calm again, staff help me:

- Talk about what happened
- Understand my feelings
- Repair relationships



Review & Adapt

Staff look at:

- Triggers and patterns
- What helps me
- What needs to change

Understanding Expectations

Mobile Phones

You can bring your phone to school.
You can use it at break and lunch for:

- Regulation
- Communication
- Socialising
- Time management
- Special interests

You must not use your phone to:

- Record people
- Be unkind
- Access unsafe or inappropriate content

If something goes wrong, staff will support you.

Who Can Help You

- Your Key Team
- Pastoral staff
- Therapists
- Any trusted staff

Bullying

Bullying is when someone is hurt:

- On purpose
- More than once
- When there is an imbalance of power

Bullying can be:

- Verbal
- Physical
- Emotional
- Online
- Prejudice-based
- Sexual

Staff will always:

- Take it seriously
- Keep people safe
- Support repair and restoration

Staff will:

- Listen
- Help you regulate
- Support you to solve problems
- Help you repair relationships

Everyone's Role

Students

Try your best with the 3Rs and 3Cs
Ask for help when you need it
Take part in restorative conversations

Staff

Keep you safe
Use NAPPI strategies
Teach and model positive behaviour
Help you regulate
Listen and support you

Parents/Carers

Work with school
Share important information
Support routines