



Behaviour Policy

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Contents

1. Our vision.....	3
2. Nore Student commitment.....	4
3. Nore Parent commitment.....	4
4. Our Shared commitment.....	5
5. Expectations.....	5
6. Searches, Screening and Confiscation.....	6
7. Uniform Expectations.....	7
8. Individual Behaviour Support, Risk Assessment and Regulation Planning.....	8
9. Understanding the Function of Behaviour.....	9
10. Regulation, Restorative Practice and Restrictive Practice.....	11
11. Explicit Teaching of Behaviour.....	11
12. Rewards.....	14
13. Behaviour Decision and Support Matrix.....	14
14. Using Systems for Identification of Behaviours.....	14
15. Serious Incidents.....	15
Appendix 1 - Trust Wide Statement on Restrictive Interventions and Reasonable Force.....	16
Appendix 2 – Decision Making Matrix and Levels of Support.....	19

Behaviour Policy

1. Our Vision

At Nore Academy, our behaviour culture exists to enable every young person to experience:

- **A Sense of Belonging**
- **A Fulfilled Future**
- **The Opportunity to Make a Positive Contribution**

Everything we do is underpinned by our values of **Community, Love, Flourish and Social Justice** and by our commitment to ensuring every child receives the right support, the right challenge and the right opportunities at the right time.

We recognise that many of our pupils have experienced trauma, disrupted education, adverse childhood experiences, and barriers to learning. Behaviour is often a communication of unmet need. Our responsibility is to understand those needs, remove barriers, and teach the skills required for lifelong success.

However, understanding behaviour does not mean accepting behaviour that compromises the safety, dignity, or learning of others.

We therefore maintain high expectations alongside high levels of support.

Our behaviour framework is built upon four equally important principles:

- **Safety** – everyone has the right to feel physically and emotionally safe.
- **Belonging** – everyone has the right to be valued, respected and included.
- **Learning** – everyone has the right to learn without disruption.
- **Responsibility** – everyone has the responsibility to repair harm and contribute positively to our community.

2. Nore Student commitment

Our four principles guide how we learn, relate and repair together.

SAFETY



Everyone has the right to feel physically and emotionally safe.

- Use safe hands, feet and language.
- Follow adult instructions when safety is concerned.
- Respect personal space, people and property.
- Ask for help and use my regulation plan when overwhelmed.
- Understand that violence, threats, bullying and discrimination are taken seriously.

BELONGING



Everyone has the right to be valued, respected and included.

- Treat students, staff and visitors with kindness and respect.
- Celebrate differences and include others.
- Do not bully, intimidate, discriminate or deliberately exclude.
- Report discrimination or concerns to a trusted adult.

LEARNING



Everyone has the right to learn without disruption.

- Attend regularly, listen to adults and follow instructions.
- Allow others to learn without distraction or interruption.
- Accept support, keep trying and learn from mistakes.
- Make choices that help everyone achieve their best.

RESPONSIBILITY



Everyone has a responsibility to repair harm and contribute positively.

- Take responsibility and be honest about my choices.
- Join restorative conversations when relationships break down.
- Repair harm through my words and actions wherever possible.
- Contribute positively and work with school and home to keep growing.

3. Nore Parent Commitment

Strong, respectful partnership between home and school gives every young person the best chance to thrive.

SAFETY & WELLBEING



Support our child to feel safe, regulated and ready to learn.

- Share changes that may affect wellbeing, behaviour or learning.
- Agree and use strategies for regulation, behaviour, attendance and progress.
- Support agreed plans, risk assessments and individual strategies.

BELONGING & PARTNERSHIP



Build a respectful, inclusive relationship with the school community.

- Work positively with both academies and recognise shared responsibility.
- Communicate openly, honestly and respectfully.
- Respond to school contact as promptly as possible.
- Model courtesy and respect across the school community.

ATTENDANCE & LEARNING



Help our child access learning consistently.

- Ensure regular attendance and punctuality.
- Reinforce the school's expectations and four principles at home.
- Attend meetings, reviews and reintegration appointments.
- Celebrate achievement, perseverance and learning from mistakes.

RESPONSIBILITY & REPAIR



Support reflection, accountability and positive change.

- Encourage our child to take responsibility for choices.
- Support restorative conversations and repair of harm.
- Work collaboratively and follow through on agreed actions.
- Engage positively throughout the specialist placement.

4. Our Shared Commitment

At Nore Academy we believe that behaviour is something we learn together.

The adults in school promise to:

- Help you feel safe.
- Treat you with dignity and respect.
- Listen to your views.
- Support you when you struggle.
- Challenge you when you make poor choices.

- Help you repair relationships and move forward.
- Work in partnership with your family.
- Remain committed to supporting your progress.

5. Expectations

Arrival and Entry to School

To support a calm, safe and purposeful start to each day, all students are expected to:

- Arrive on time and enter the school site respectfully.
- Participate in the school's daily entry process, including a routine hand-held wand scan. This is a universal procedure for all students and is carried out to promote the safety and wellbeing of everyone within our school community.
- Follow staff instructions during arrival and registration.
- Store all personal belongings, including bags, coats and any items, in their allocated storage area.
- Place all mobile phones, smart watches, headphones, and other personal electronic devices into secure school storage on arrival. These items must not be accessed during the school day unless authorised by a member of the Senior Leadership Team in exceptional circumstances.

Prohibited Items

To ensure the safety and wellbeing of everyone within our school community, students must not bring onto the school site, possess or use any item that could compromise safety, disrupt learning, or cause harm.

This includes, but is not limited to:

- Mobile phones or electronic devices in use during the school day.
- Smart watches capable of communication or internet access.
- Headphones, earbuds, or portable speakers.
- Vapes, e-cigarettes, tobacco products, cigarette papers, lighters, or matches.
- Alcohol, illegal drugs, psychoactive substances, prescription medication not authorised by the school, or drug paraphernalia.
- Weapons or any item that could reasonably be used as a weapon, including knives, imitation weapons, catapults, slingshots, laser pens or any other item intended or adapted to cause harm.

- Fireworks, flammable substances, or explosives.
- Sharp objects or tools not authorised for educational purposes.
- Energy drinks and fizzy drinks.
- Chewing gum.
- Offensive, discriminatory or inappropriate materials, including indecent images.
- Any item that may pose a risk to the safety, wellbeing or learning of others.

Where prohibited items are found, they will be confiscated.

6. Searches, Screening and Confiscation

Nore Academy is committed to maintaining a safe environment for all members of the school community. As part of our universal safeguarding procedures, **all students participate in the school's daily entry screening process, including a routine hand-held wand scan.** This is a universal safety measure applied consistently to all students and does not imply suspicion of any individual.

Where there are reasonable grounds to suspect that a student may be carrying a prohibited item, **the Headteacher authorises designated members of staff to undertake searches** in accordance with the **Education Act 1996**, the **Department for Education's *Searching, Screening and Confiscation: Advice for Schools, Behaviour in Schools, Keeping Children Safe in Education, Mobile Phones in Schools***, and any subsequent statutory guidance issued by the Department for Education.

Searches will be carried out lawfully, respectfully and proportionately, taking account of the student's age, SEND, disability, individual needs, and any reasonable adjustments that may be required. Where a search involves a student with SEND or a disability, staff will consider the reasonable adjustments necessary to enable the search to be carried out safely, fairly and with due regard to the student's individual needs, whilst maintaining the safety and wellbeing of the wider school community.

Wherever possible, students will be encouraged to cooperate voluntarily. Searches will be conducted in a manner that preserves the dignity, privacy and welfare of the student while balancing the school's statutory duty to safeguard all members of the school community.

Any prohibited item found during screening, or a search may be confiscated. Depending on the nature of the item, parents/carers will be informed and, where appropriate, the police, Children's Social Care or other relevant agencies may also be notified. The school reserves the right to retain confiscated items or dispose of them in accordance with statutory guidance where appropriate.

7. Uniform Expectations

Our uniform promotes equality, belonging, and pride in our school community. It helps to create a calm, purposeful learning environment, reduces barriers to learning, and supports students to arrive ready to learn.

Students are expected to wear:

- Black or grey trousers, skirts or **plain black joggers**.
- A Nore Academy polo shirt.
- A grey or black school jumper or fleece with the school logo, including the academy's sensory-friendly softer fabric options.
- **Black trainers or black school shoes. Crocs, sliders, flip-flops, open-toed footwear, slippers or footwear without a secure heel strap are not permitted.**
- During periods of exceptionally warm weather, or where authorised by the Headteacher, students may wear the school's PE kit as an alternative to the standard uniform.

Students are expected to arrive in full school uniform each day unless an alternative arrangement has been agreed by the school.

As a specialist SEND provision, Nore Academy recognises that some students may require **reasonable adjustments** to the standard uniform due to sensory processing needs, disability, medical conditions or other identified needs. Our uniform has therefore been designed to include sensory-friendly options, including plain black joggers and softer school jumpers, enabling students to meet the academy's expectations whilst remaining comfortable and able to access learning.

Where a student requires an adjustment beyond the academy's agreed uniform options, this will only be agreed following a meeting with a member of the Senior Leadership Team, in partnership with the student and their parent or carer. Any agreed adjustment will be recorded within the student's individual support arrangements and reviewed regularly to ensure it remains appropriate.

If a student arrives without the correct uniform:

- The school will seek to resolve the matter promptly and sensitively.
- Suitable loan uniform may be provided where available.
- Parents/carers will be contacted to support the issue being resolved.
- No student will be disadvantaged due to financial hardship. Where financial barriers are identified, the academy will work with families to provide appropriate support.

Maintaining high standards of dress reflects our shared commitment to **Safety, Belonging, Learning and Responsibility** and contributes to a respectful environment where every young person can thrive.

8. Individual Behaviour Support, Risk Assessment and Regulation Planning

At Nore Academy, we recognise that every young person is unique. Behaviour is understood within the context of each student's strengths, needs, experiences, and individual profile. Whilst our expectations remain consistently high for all students, the support provided to achieve those expectations will be personalised where required.

Every student will have an **Individual Regulation Plan** and an **Individual Risk Assessment**, which are reviewed regularly and updated whenever there is a significant change in presentation, following a serious incident, or where new information becomes available.

These documents provide staff with clear guidance on:

- the student's strengths, interests and motivators;
- known triggers and early signs of dysregulation;
- communication preferences and sensory needs;
- reasonable adjustments required to support successful participation in school life;
- agreed regulation and de-escalation strategies;
- identified risks and strategies to reduce those risks;
- positive handling considerations where appropriate;
- reintegration arrangements following significant incidents or suspension;
- agreed outcomes, review dates, and responsibilities.

All staff are expected to understand and consistently implement each student's agreed strategies. These plans form part of the school's graduated approach to supporting behaviour and are reviewed in partnership with students, parents/carers and, where appropriate, external professionals.

9. Understanding the Function of Behaviour

At Nore Academy, we recognise that behaviour serves a purpose and is often an individual's most effective form of communication at that moment. Understanding the **function** of behaviour enables staff to respond effectively whilst maintaining high expectations.

When analysing behaviour, staff will consider whether the behaviour is primarily functioning to:

- **Gain Attention** – seeking interaction, connection, recognition or reassurance from adults or peers.

- **Escape or Avoid** – attempting to avoid a task, situation, demand, environment or emotional experience that feels overwhelming or unsafe.
- **Gain Access** – seeking access to a preferred activity, person, object or experience.
- **Meet a Sensory or Internal Need** – responding to sensory processing differences, emotional regulation needs, physical discomfort or internal wellbeing.

Understanding the likely function of behaviour **does not excuse unsafe or inappropriate behaviour**, but it enables staff to identify and address underlying barriers whilst teaching safer, more appropriate ways of communicating needs.

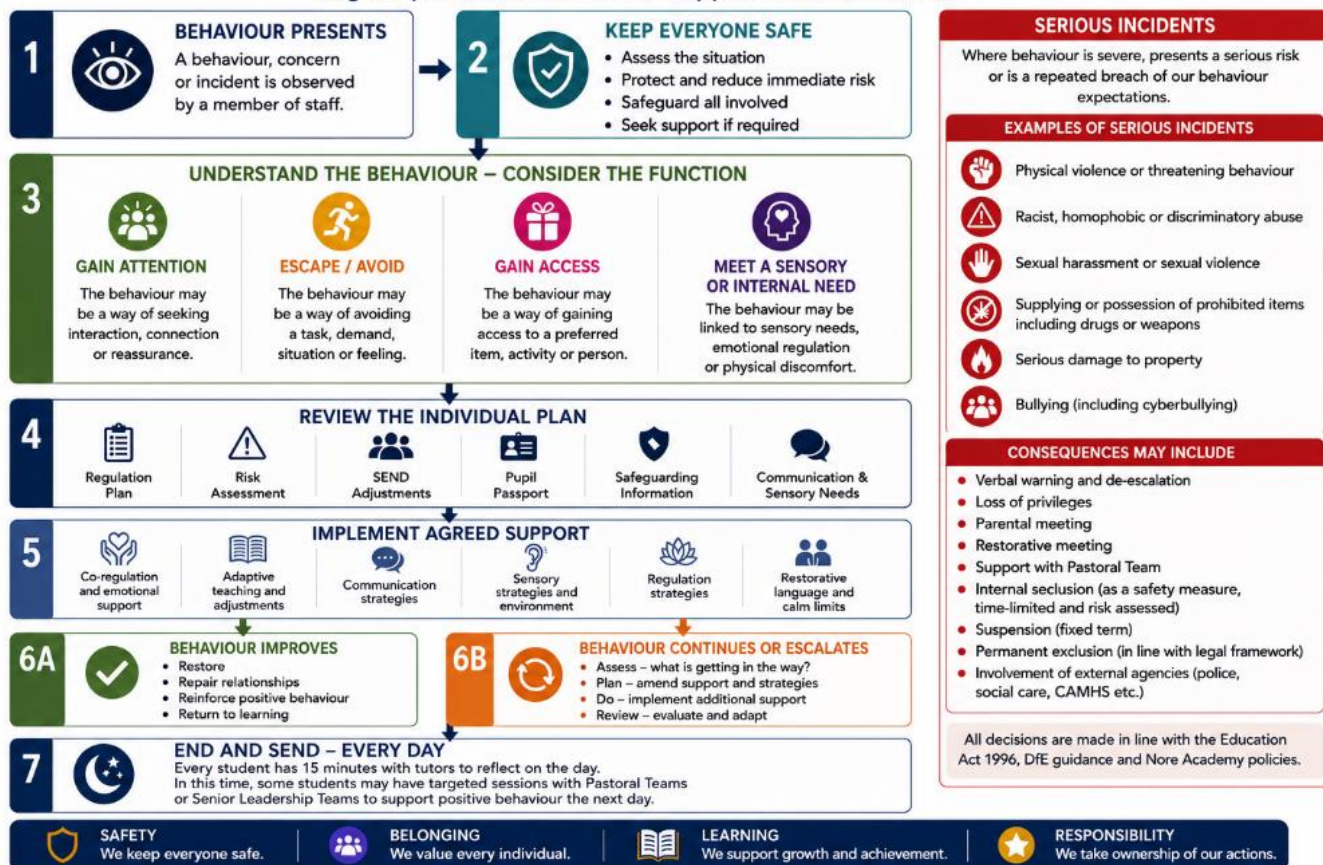
Where behaviour becomes repeated, escalates in frequency or severity, or significantly impacts learning or safety, the school will review the student's Individual Regulation Plan and Risk Assessment through the **Assess–Plan–Do–Review** cycle. This may include consultation with parents/carers and involvement from external agencies such as Educational Psychology, Speech and Language Therapy, Occupational Therapy, CAMHS or other relevant professionals.

Through this approach, Nore Academy seeks not only to respond to behaviour but to understand it, reduce barriers to success and develop each young person's ability to regulate, communicate and thrive within a safe, supportive and ambitious learning environment.



NORE ACADEMY: UNDERSTANDING BEHAVIOUR & OUR RESPONSE

High expectations. Individual support. Positive futures.



10. Regulation, Restorative Practice and Restrictive Practice

Nore Academy adopts a Crisis Prevention Institute (CPI)-informed approach to behaviour support. Staff are trained to recognise early signs of dysregulation, implement proactive de-escalation strategies, and support students to regulate safely. Designated CPI facilitators provide ongoing guidance, oversee serious incidents and review restrictive practice.

Where appropriate, restorative conversations support students to understand the impact of their behaviour, repair relationships, and develop strategies for future success. Restorative practice forms part of our Behaviour Framework and does not replace appropriate consequences where these are required.

The safety and wellbeing of all members of the school community remain our overriding priorities. Restrictive interventions, including reasonable force, will only be used where lawful, necessary, reasonable, and proportionate. Interventions will be the least restrictive appropriate response, used for the shortest time necessary and never as a punishment.

All interventions will be undertaken in accordance with the Education and Inspections Act 2006, the Equality Act 2010, the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, the Department for Education's Restrictive Interventions, Including the Use of Reasonable Force, in Schools guidance (effective from 1 April 2026), and **the Trust-Wide Statement on Restrictive Interventions and Reasonable Force (Appendix 1)**.

All incidents involving restrictive practice will be recorded and reviewed by senior leaders and trained CPI facilitators. Parents and carers will be informed in accordance with statutory requirements and school procedures. Following significant incidents, the student's Individual Regulation Plan and Risk Assessment will be reviewed to identify necessary adjustments and reduce the likelihood of recurrence.

11. Explicit Teaching of Behaviour

Morning Tutor Time and End and Send are integral to the school's behaviour curriculum, providing a consistent daily cycle of preparation, explicit teaching, recognition and reflection.

Morning Tutor Time provides a calm and predictable start to the day. Through a structured weekly programme linked to the school's values of Community, Love, Flourish and Social Justice, students are supported to regulate, prepare for learning and understand expectations. Staff explicitly teach, model and discuss positive behaviours, using reflection, scenarios and goal setting to help students apply these successfully throughout the school day.

End and Send provides a purposeful conclusion to the day. Students reflect on their learning, behaviour, relationships and progress, celebrate successful choices and identify appropriate next steps. Where difficulties have occurred, reflection is restorative and focused on repair, learning and a fresh start. End and Send provides an opportunity for students to be provided with targeted intervention before leaving the school.

Targeted behaviour intervention will be communicated home to parents daily. Teachers, Tas pastoral or support staff will be utilised to support the reflection, and restorative processes which support the implementation of the school's values.

Rewards and specific recognition are integral to this process. They reinforce the behaviours and values being taught, recognise individual progress and help students understand what has contributed to their success.

Daily Targeted Behavior Structure



12. Rewards

Everything we do is underpinned by our values of Community, Love, Flourish and Social Justice. Our rewards system recognises the positive choices, effort and progress students make in demonstrating these values throughout the school day.

We are committed to ensuring that every child receives the right support, the right challenge and the right opportunities at the right time. Recognition is therefore personalised, inclusive and responsive to each student's needs, starting points and individual achievements

Students can earn value points in every lesson and during other parts of the school day, including tutor time, social times, interventions, enrichment activities and movement around the school.

Points are awarded when a student demonstrates one or more of our core values:

- **Community** – contributing positively, including others, working collaboratively, caring for the school environment and helping our community feel safe.
- **Love** – showing kindness, respect, empathy and care towards themselves and others.
- **Flourish** – engaging in learning, persevering, accepting support, overcoming challenges and taking steps towards personal goals.
- **Social Justice** – treating others fairly, valuing difference, challenging discrimination and helping to ensure everyone has a voice and an opportunity to succeed.

Staff should clearly name the value being recognised so that students understand what they have done successfully. For example: *"You showed Community by helping another student feel included."*

Staff will recognise and reward students **in the moment** when they demonstrate one of the school's values. Recognition should not be delayed until the end of the lesson or day. Staff will use specific verbal praise and a visible reward so that the student clearly understands:

- Which value they have demonstrated.
- What they did to demonstrate it.
- Why their action made a positive difference.

For example: *"You have earned a Community point because you noticed someone needed help and included them in your group."*

Reward points will be recorded on **Arbor** and reviewed daily during **End and Send**. This provides a consistent opportunity to celebrate success, reflect on how students have demonstrated the values and reinforce the explicit teaching of **Community, Love, Flourish and Social Justice**.

Through immediate recognition and daily celebration, staff will continually strengthen students' understanding of the behaviours and choices that contribute to a safe, inclusive and positive whole-school community.

Students' overall points will also be recognised weekly across the whole school. Points will accumulate over each term and contribute towards access to termly reward trips and other celebration activities.

Incidents of negative or unsafe behaviour will be recorded separately on Arbor as the school's whole-school behaviour recording system. However, negative points will not be deducted from a student's positive total. Once earned, recognition remains in place and reflects the positive choices, effort and values the student has demonstrated.

13. Behaviour Decision and Support Matrix

The school uses a decision-making matrix to support a consistent, proportionate and needs-led response to behaviour. The matrix helps staff determine whether an incident can be addressed by the class team at Tier 1, requires targeted pastoral support at Tier 2, or needs senior-led or restorative intervention at Tier 3.

The tier describes the level of response required at that time; it does not label the student. Decisions are informed by the level of risk, impact, frequency and severity of the behaviour, the student's response to support and whether an emerging or established pattern has been identified.

At every tier, staff will first ensure safety and support the student to regulate. They will then consider the possible function of the behaviour: to gain attention, escape or avoid, gain access, or meet a sensory or internal need. Understanding the function does not excuse harmful behaviour; it enables staff to review the support, teaching and adjustments offered to the student and reduce the likelihood of recurrence.

Responses will prioritise regulation, reflection, repair and a successful return to learning. Where behaviour continues or escalates, staff will review the student's regulation plan, risk assessment, SEND adjustments and wider provision before determining whether additional or higher-tier support is required. Relevant incidents, interventions and agreed next steps will be recorded objectively on Arbor.

See Appendix 2 for Matrix and tiered support table

14. Using Systems for Identification of Behaviours

The consistent use of **Arbor** to record all positive and negative behavior incidents is the responsibility of every member of staff. Accurate and timely recording provides a reliable whole-school picture, enabling staff to recognise achievement, identify patterns, understand possible triggers and functions, and evaluate the impact of support and intervention. This information supports informed decisions about appropriate tiered responses and ensures that emerging concerns are identified promptly. When incidents are not recorded, the information available is incomplete and the school's ability to follow an effective **assess, plan, do and review** process is significantly reduced. All staff must therefore record incidents objectively, consistently and with sufficient detail to support meaningful analysis, effective planning, and improved outcomes for students.

15. Serious Incidents

Nore Academy is committed to maintaining a safe and supportive learning environment for all students and staff. A serious incident may include physical violence, threats, bullying, racism, sexism, sexual harassment or violence, significant damage to property, serious defiance of staff instructions or behaviour that places the safety, dignity or learning of others at significant risk.

All serious incidents will be managed through a Tier 3 response, in accordance with the academy's Behaviour Decision and Support Matrix. Staff must ensure immediate safety; report safeguarding concerns to the Designated Safeguarding Lead (DSL) and record the incident accurately on Arbor.

A member of the Senior Leadership Team will review the incident and determine an appropriate response, taking account of the severity, impact, individual circumstances and the student's SEND, EHCP, Individual Regulation Plan, and Risk Assessment. Responses may include:

- Targeted pastoral intervention, restorative work, and additional regulation support.
- Review of individual support arrangements and implementation of a Pastoral Support Plan (PSP).
- Involvement of parents/carers and relevant external professionals.
- Suspension or permanent exclusion, where appropriate, in accordance with statutory guidance and the academy's Suspension and Permanent Exclusion Policy.
- Referral to Children's Social Care, the police or other relevant agencies where necessary.

Bullying, discriminatory behaviour, sexual harassment and sexual violence will always be taken seriously. Such incidents will be managed in accordance with the academy's safeguarding procedures, with appropriate support and protective measures for those affected. Any disciplinary response will be determined on an individual basis, taking account of the circumstances, safeguarding considerations, and statutory guidance.

Parents and carers will be informed of serious incidents as appropriate. Following a significant incident, the student's Individual Regulation Plan and Risk Assessment will be reviewed, and a reintegration plan implemented where necessary to support a safe and successful return to learning.

The academy will maintain high expectations of behaviour alongside individualised support, ensuring that all responses are proportionate, consistent, and reflective of its safeguarding, SEND and equality duties.

Links to Other Policies

This Behaviour Policy should be read in conjunction with the academy's Safeguarding and Child Protection Policy, SEND Policy, Attendance Policy, Suspension and Permanent Exclusion Policy, and the Trust-Wide Statement on Restrictive Interventions and Reasonable Force. These policies collectively underpin our commitment to maintaining a safe, inclusive and supportive learning environment for all students.

Appendix 1 - Trust Wide Statement on Restrictive Interventions and Reasonable Force

Guided by our values of **love, social justice, community and flourish**, the Trust is committed to creating safe, inclusive and nurturing environments where every child and all staff members are treated with dignity, compassion, respect and staff are clear in their duty of care responsibility. The Trust is also clear on its duty and responsibility to its staff body and are committed to enabling and supporting staff to manage and deal with complex behaviour. As all our schools are schools who support the most vulnerable children in each of our local areas.

We believe that positive relationships, understanding, and early support are essential to helping pupils flourish, and we therefore work proactively to prevent situations that may lead to distress or harm. Restrictive interventions, including the use of reasonable force, are recognised across the Trust as measures of **reasonable, proportionate, necessary, with due attention to 'last resort'** and will only ever be used where necessary to protect a pupil or others from immediate harm and reduce escalation and risks. Any such intervention must be lawful, proportionate, time-limited, and carried out in a way that preserves the pupil's dignity and wellbeing, and it must never be used as punishment or to enforce compliance.

We are particularly mindful of our responsibilities to pupils with special educational needs and/or disabilities, ensuring reasonable adjustments and individual needs are central to decision-making in order to uphold social justice and equity.

Where a significant incident occurs, it will be recorded, reported and reviewed transparently, with appropriate support provided to pupils and staff, so that we can learn together as a community and continually strengthen practices that enable all members of our Trust to flourish.

CCTV and recording of incidents will only be used internally by Alternative Learning Trust schools, to support learning and review incidents. It is Trust policy not to share CCTV externally, unless requested formally by police.

All Alternative Learning Trust schools train staff in restrictive interventions and reasonable force – however acknowledge that even with good training, each incident is different and often will not directly mirror set or described holds.

Alternative Learning Trust has a positive touch policy that encourages pro-active support for children and staff to avoid needing to use force or restrictive practice and to reduce risk and prevent harm.

The principles outlined in the DfE guidance document on use of reasonable force in schools:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Use of Reasonable Force and Restrictive Interventions

Within our Trust, the safety, wellbeing and development of every pupil is our highest priority. We are committed to creating a safe, supportive and inclusive environment where pupils can thrive and make progress academically, socially and behaviourally.

Our staff are trained to work with pupils who may, at times, display behaviours that are challenging or unsafe. We recognise that behaviour is a form of communication, and we always aim to understand and support the underlying needs of our pupils.

Our Approach to Behaviour Support

- We focus on **positive relationships, early intervention** and **de-escalation strategies**.
- Staff receive regular training to help them support pupils calmly, respectfully and effectively.
- Our aim is always to support pupils **without the need for physical intervention**.

In most situations, this approach allows pupils to regulate their emotions and behaviour with adult support.

Use of Reasonable Force

There may be occasions when staff need to use **reasonable force** to keep a pupil or others safe. This may include:

- Guiding a pupil away from a situation or area
- Preventing a pupil from harming themselves or others
- Stopping damage to property which can lead to criminal charges and escalation
- Managing situations where a pupil's behaviour presents an immediate risk

Any use of reasonable force:

- Is **proportionate, necessary** and **used for the shortest time possible**
- Is **recorded and reviewed** in line with our policies
- Is always used as a **last resort**, when other strategies have not been effective

Restrictive Interventions

Restrictive interventions are used only when absolutely necessary to ensure safety. While we work hard to reduce the need for such interventions through training and proactive support, there may be times when their use is unavoidable.

We are committed to continually reviewing our practice and learning from each incident to reduce the likelihood of future interventions.

Working in Partnership

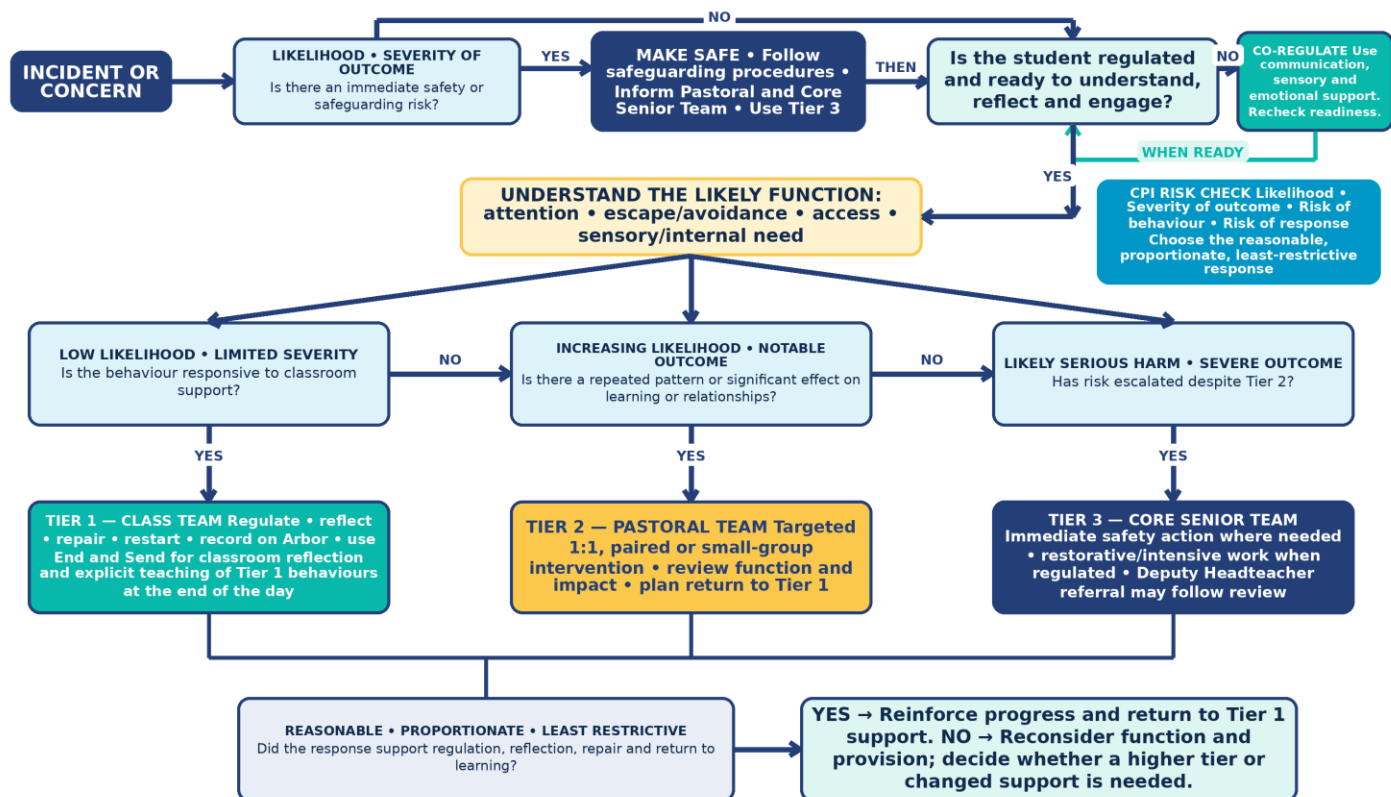
We believe that the best outcomes for pupils are achieved when schools and families work together. By signing this statement, you are confirming that you:

- Have read and understood our approach to behaviour support
- Acknowledge that staff may use reasonable force when necessary to maintain safety
- Support the school and Trust in carrying out their duty of care to all pupils and staff

If you have any questions or would like to discuss our approach further, we encourage you to contact us.

Appendix 2 – Decision Making Matrix and Levels of Support

STAFF BEHAVIOUR RESPONSE FLOW CHART



TIER	INDICATORS	EXAMPLES	RESPONSE
TIER 1 CLASSROOM-BASED REFLECTION	- Low likelihood of harm and limited severity of outcome. - Isolated or occasional behavior with limited impact. - Student responds to classroom strategies. - Class team can support regulation, reflection and repair.	- Calling out or off-task behaviour. - Brief refusal or delayed response. - Low-level inappropriate language. - Minor peer disagreement. - Difficulty starting or transitioning between tasks.	- Led by the class team. - Use strategies from the student's regulation plan to support regulation, reflection, repair and a successful restart. - Reinforce the relevant school value and recognise positive re-engagement. - Record on Arbor where required. Use End and Send for classroom reflection, repair and explicit teaching of Tier 1 behaviors at the end of the day.
TIER 2 PASTORAL INTERVENTION	- Likelihood is increasing, or behaviour continues despite classroom support. - A specific incident requires a neutral or trusted adult. - Notable impact on learning or relationships. - Repeated incidents or an emerging pattern.	- Repeated disruption, refusal or lesson avoidance. - Leaving the learning space. - Ongoing peer conflict. - Behaviour recurring across lessons or settings. - Repeated difficulty regulating.	- Led by the Pastoral Team. - Targeted support may be delivered 1:1, in pairs or in a small group. - Review plans and actions, understand function and impact, and identify positive steps forward. - Review impact, with the intended outcome of supporting the student to return successfully to Tier 1.

**TIER 3
SENIOR-LED OR
RESTORATIVE
RESPONSE**

- **Harm is likely and/or the potential outcome is severe; immediate or significant risk.**
- Serious physical or emotional harm.
- Safeguarding concern or serious incident.
- Substantial relationship breakdown.
- Persistent escalation despite Tier 2 support.

- Physical violence or serious threats.
- Discriminatory abuse.
- Sexual harassment or sexual violence.
- Prohibited items or serious property damage.
- Bullying, absconding or significant safety risks.

- Led by a member of the Core Senior Team.
- Provide support and review the situation; complete restorative or intensive work when the student is regulated and ready.
- Consider harm, risk, relationships and provision.
- Following support and review, the student may be referred to the Deputy Headteacher for further intervention, oversight or agreed next steps.