Behaviour & Relationship Policy

Date adopted: June 2026
Date reviewed: June 2028

1.1
Aim of this Policy:

Our central aims at Queensbury are to:

- Create a happy, safe learning environment where everyone feels part of a community and is treated with tolerance and respect.
- Ensure our Staff are trained in Emotion Coaching (Appendices 7) and 'PACE' modes of interaction (Hughes 2015): being warm, empathetic, playful and curious (proven to shift children out of fight/flight/freeze positions). (Appendices 6)
- Promote restorative approaches to behaviour - School Staff to reflect with the young person when there has been a behaviour incident to ensure any harm is minimised and relationships are repaired.
- To support self–discipline, maintain positive self-esteem and encourage students to take responsibility for their own behaviour.
- To celebrate our own achievement and the achievement of others.
- To provide an environment based on good manners and respect for others, regardless of race, gender, religion or ability.
- To support students in developing socially appropriate behaviours to allow them to become valued members of the wider community.
- To engage in and support the School and Trusts Values (Appendices 3)

This policy supports the whole school ethos and is linked to the following policies:

- *Anti-Bullying and Racial Harassment*
- *Equal Opportunities*
- *Suspensions & Exclusions Policy*
- *Positive Handling / Restrictive Physical Intervention Policy*

1.2
Rationale:

"Thinking of a pupil as behaving badly disposes you to think of punishment. Thinking of a pupil as struggling to handle something difficult encourages you to help them through their distress." The Gottman Institute

At Queensbury School, we believe:

- Young people want to behave well and that adults can learn and use strategies to support them in achieving this.
- Behaviour is a means of communication, and we support our students in communicating their needs safely and appropriately.
- With the right support and intervention, we can help our students to learn how to improve their behaviour.

- Some students need direct teaching in how to recognise that they are responsible for their own behaviour and the need to make positive choices.
- Any behavioural interventions need to be given time to have an effect. We understand that mistakes are part of the learning process and our students are at different stages in this developmental process.
- Adults need to have a well-informed understanding of their needs and respond to our students in a non-judgmental and supportive way.

1.3

Trauma Informed Attachment Aware Schools:

Queensbury School are proud to be a recognised **Trauma Informed Attachment Aware Gold School (TIAAS).** Being part of the Birmingham TIAAS network gives us regular input from an educational psychologist to ensure we are implementing best practice and creating a nurturing and mentally healthy environment in which all young people can thrive. Trauma Informed Practice is our whole school approach to mental health – helping us move towards an evidenced-based, holistic understanding of behaviour and how sustainable change happens in young people. In-line with this, we have a whole-school commitment to cease all use of harsh voices, shouting, put downs, criticism, and shaming – all proven to be damaging psychologically and neurologically. This is central to our school's values of kindness, diversity and respect.

1.4

Research and practice:

Research shows that prolonged exposure to stress in childhood, without the presence of an emotionally available adult, can compromise all areas of a young person's development, including identity, cognitive processing, ability to manage behaviour, tolerance, and the ability to trust. This can leave the child in a hyper vigilant state and unable to learn. Being trauma-informed is not about making excuses for behaviour but supporting our students to connect with key adults in school and to connect to themselves. We achieve this through a variety of methods, e.g. Emotion Coaching, Staff communicating with an attitude of PACE with students - Playfulness, Acceptance, Curiosity and Empathy, (Hughes 2015). This is key in supporting young people to move from a state of stress to one of calm. We know that creating an emotionally safe environment within Queensbury is paramount so that young people feel able to trust, build relationships and access learning. Evidence also shows that having access to an emotionally available adult (EAA) can begin to heal the effects of relational trauma.

1.5

Adverse Childhood Experiences:

Adverse Childhood Experiences (ACEs) refers to a range of traumatic events that occur before the age of 18 e.g. all types of abuse and neglect. Studies have shown

that young people with three or more ACEs are six times more likely to have behaviour problems and those with four or more ACEs are 32 times more likely.

Our SEMH Venture pathway students are supported in more specialised ways under the guidance of our Venture Curriculum Lead. They also have daily access to an emotionally available adult.

All Staff are trained in how to de-escalate challenging situations and to connect and empathise with the young person – helping them feel understood, regulated, and ready to re-engage with their learning.

1.6

Current TIAAS priorities:

We have two members of School Staff who are qualified Trauma Informed School Practitioners.

Our current focus is to equip Staff in:

- The importance of self-awareness – looking after our own wellbeing, noticing our triggers.
- Restorative conversations.
- Emotion Coaching techniques.
- Refining our use of 'PACE' with young people.
- Effects of Adverse Childhood Experiences (ACEs) on behaviour.
- Creating safety cues in the classroom.
- Responding to behaviour through the lens of regulation before sanction, recognising that dysregulation may present as behaviour.
- All responses should prioritise co-regulation, emotional safety and relational repair.

1.7

My Happy Mind:

Queensbury School now utilises the ***myHappymind*** programme as part of its whole-school approach to supporting students' emotional wellbeing, regulation and resilience, replacing the previous use of Motional. Whilst Motional supported the identification and assessment of students' emotional needs, ***myHappymind*** provides a more structured, proactive and curriculum-based approach to explicitly teaching students the knowledge and skills they need to understand and regulate their emotions. As an NHS-backed, evidence-informed programme, ***myHappymind*** uses neuroscience to help students understand how their brain works and equips them with practical strategies to manage feelings, build positive relationships and develop lifelong mental health habits and well-being skills.

The programme is structured around five core modules - *Meet Your Brain, Celebrate, Appreciate, Relate* and *Engage* - which support our students in developing self-awareness and understanding their emotions, recognising their strengths and building their confidence, developing gratitude, forming healthy relationships and building resilience. Students are also taught accessible strategies such as 'happy breathing'

and other co-regulation techniques to support them during periods of dysregulation. This approach aligns closely with our trauma-informed, attachment-aware ethos, enabling a more consistent, preventative and skills-based model that supports our students to become more self-aware, emotionally regulated and ready to engage in their learning.

1.8

School Values:

The Trust's Values (Appendices 3) ***to engage, to include, to apply and to work together*** are interlinked with Queensbury School Values of ***kindness, respect and diversity*** and are embedded within the school ethos.

- **To Engage Through Kindness**
- **To Include Through Diversity**
- **To Apply Respect**
- **To Work Together**

As a School and a Trust, we firmly believe that there must be respect for the feelings, beliefs and customs of others. We aim to work closely with parents and carers and to demonstrate respect in our relationships with one another. Awareness and tolerance of the views, beliefs and customs of other people are taught explicitly in curriculum areas such as Humanities, RE and PSHE (Personal, Social and Health Education). This curriculum is used to support our students to make informed choices about how they relate to others, how they live their lives, and how they treat their mind, body, and soul. However Social, Spiritual, Moral and Cultural values underpin our school curriculum as a whole. This is reinforced by other means such Class Dojo, Form Time, Assemblies and Wellbeing lessons.

1.9

Morning Routine:

Every morning, students spend the first lesson of the day with their Form Staff. Each session includes using the Zones of Regulation model to identify students' feelings, providing an opportunity for class staff to address any worries, concerns or negative emotions. This is delivered in varying ways such as using Widget symbols, Makaton signing, emotion cards, emotion keyrings and class interactive displays. The style used is dependent on the cognition and learning needs of the student and/or form group. Some of our young people find expressing their feelings and emotions more difficult than others and may need a variety of tools to support them with this.

The Pastoral Mentors may need to support if necessary. This daily session ensures that students are ready to learn before they leave their form base.

At the end of the day, students come together again with their Form Staff for 'Reflection and Transition.' This gives them the opportunity to reflect upon their day, share any difficulties and celebrate successes.

1.10
Regulation Support & Behaviour Response Frameworks:

Queensbury School utilises a stepped regulation and behaviour response model (Appendices 4) which identifies low-, mid- and high-level dysregulation and behaviour. This model supports our Staff in matching responses to need, ensuring consistency, safety and a trauma-informed approach in line with EIAT and TIAAS principles.

2.1
Roles and Responsibilities:

Staff Responsibilities are:

- To treat all students fairly and with kindness and respect.
- To treat all staff fairly and with kindness and respect, in line with the staff code of conduct.
- To raise the level of students' self-esteem.
- To provide a relevant and stimulating curriculum to engage students.
- To create a safe and welcoming environment.
- To be a good role model.
- To develop good relationships with parents so that students can see that we share a common aim.
- To be aware of students' needs and manage their behaviour with this in mind.
- To be aware of school expectations of behaviour.
- To apply the Regulation Support and Behaviour Responses frameworks consistently.
- To distinguish between dysregulation due to need or barrier to learning, when responding.
- To use de-escalation strategies appropriate to the level of need.

2.2
Staff Induction and Support:

All new staff will receive a clear induction into the school's behaviour and relationships culture, ensuring they understand the school's ethos, expectations and routines, and how best to support all students to engage positively within the school community.

Where appropriate, staff will receive bespoke training linked to the needs of the students they work with, enabling behaviour and relationships to be supported consistently, effectively and in line with the school's trauma-informed approach.

The Senior Leadership Team will consider and provide appropriate ongoing professional development to ensure staff are equipped to fulfil their roles in accordance with this policy. This includes developing understanding of factors that may influence a student's behaviour, such as individual SEND needs, communication differences and mental health needs.

2.3
The Pastoral Manager:

The Pastoral Manager leads a team of Pastoral Mentors, Home/School Worker and Lunchtime Supervisors. He is also the Designated Safeguarding Lead at Queensbury School. All behavioural issues **that present a Safeguarding concern** should be referred to him, and logged onto CPOMS rather than Arbor, and the relevant Head of Key Stage alerted to the log of the incident.

2.4
The Pastoral Mentors:

The Pastoral Mentors are a key preventative to unwanted behaviour in school. Through the provision of emotional support, therapeutic interventions, a safe haven at break times and through their work with parents/carers, they can help students remain calm, regulated and able to learn in school.

The Pastoral Mentors coordinate the external agency support such as FTB, Compass, Educational Psychologist, ADHD Team, the School Nurse and Community Paediatrician, all of whom have a role in supporting the students and Staff in ensuring students' behaviour is safe and appropriate.

The Pastoral Mentors are able to develop good relationships with parents so in times of difficulties they can be both a communication conduit and a source of advice.

2.5
The Home/School Worker:

The Home-School Link Worker provides a further link with and support to parents and carers. They are able to support parents in the home with their child's behaviour by helping to develop strategies to reduce unwanted behaviours.

2.6

The Role of the Heads of School and the Deputy Head:

The Heads of School, at both Queensbury main and New Horizons sites, and the Deputy Head are responsible for the overall daily management of behaviour in their Key Stages. When behavioural instances reach a High-Level, in line with the

Regulation Support & Behaviour Response Frameworks, they are reported to the Heads of School or Deputy Head. They will then provide Staff with support in following through consequences and where instances require internal exclusions, they will support in organising this for the students in their Key Stage. The Heads of School and Deputy Head will also ensure that any serious incidents are communicated to parents.

2.7

The Role of the Executive Head Teacher:

If the level of a student's behaviour is extreme, then the Executive Head Teacher will investigate the situation and make a decision as to the consequence and support to be put into place.

The Executive Head Teacher has the authority to suspend a student from school if a situation warrants this. This decision can also be made by the Heads of School in the Executive Headteacher's absence. The Executive Head Teacher is responsible for the overall Behaviour and Relationship policy and its' implementation throughout the School and will report to Governors about its' effectiveness.

2.8
Students' responsibilities are:

- To treat each other with kindness and respect.
- To work to the best of their ability and allow others to do the same.
- To be kind.
- To listen to each other.
- To respect each other and each other's property.
- To follow instructions.
- To keep their hands and their feet to themselves.
- To look after their school and each other.

These are summarised in our Queensbury **5 Golden Rules.** (Appendices 1)

2.9
Parents' and Carers' responsibilities are:

- To make their children aware of how important appropriate behaviour is within the school and the wider community.
- To encourage self-discipline.
- To show an interest in all their children do in school.
- To foster good relationships with school.

3.1

Encouraging Outstanding Behaviour for Learning in School:

Clear and consistent expectations both inside and outside of the classroom are key to establishing good relationships in school. It is essential that teachers are well organised and deliver well-planned, differentiated lessons that engage students and have a real-life context. We aim to provide students with a personalised response to supporting their development and well-being. Whilst each individual student will benefit from a consistent approach, being consistent and fair is not about everyone getting the same (equality), but everyone getting what they need (equity).
In encouraging an excellent attitudes for learning, Staff should:

- Know their students as individuals.
- Make the expectations of the classroom clear from the beginning by referring to Queensbury School Expectations' (Appendices 2) and Queensbury & Trust Values, (Appendices 3) explaining why they are necessary for outstanding learning.
- Be aware of any potential conflict or triggers in the classroom by understanding the group dynamics and adjusting students' seating plans, the differentiation and pace of the lesson, accordingly.
- Model the School Values and expected behaviour by being kind, polite and being self-aware, including adjusting their stance, volume and tone of voice.
- Be firm rather than aggressive or confrontational; if reprimands are necessary these should deal with the behaviour in a restorative manner and not be targeted at the individual student.
- Many of our students interpret language literally and therefore sarcasm should be avoided.
- Look for aspects of behaviour to praise. Emphasise the positive. 'Catch students being good' and praise good relationships as well as good work. By reinforcing positive interactions, we can help develop the student's repertoire of appropriate behaviour and remind them of how they feel when they are making good choices.
- Try to reinforce appropriate interactions in another student rather than drawing attention to the negatives by using language such as '*Look how well Liam and Adam are listening,'* rather than, '*Stop talking and listen.'*
- Think about the reason for the negative behaviour. Stay curious about why the student is behaving in the way they are; what are they communicating? There will be a reason, and this is something we need to deal with and support in whatever way we can. Emotion coaching / PACE can be used to support this.
- Deal with negative behaviour quietly and respectfully. There is no need to humiliate a student and force them into a confrontational situation where they are afraid to 'lose face' with their peers.
- Begin each day afresh.

- Use the language of choice. Encourage students to make the right choice and explain the consequences of their choices, good or bad. Use descriptive praise e.g. ' *I like the way you came in quietly.' 'I am pleased with how you supported John with his work.'*
- Link the choices they make to the consequences so that students understand the implications of their actions.
- Follow Queensbury School's **Regulation Support and Behaviour Responses** grids (pathway specific) to apply appropriate and consistent responses to behaviours, seeking further support where necessary.
- Reflect upon their own classroom practice and think about how they can continue to improve their behaviour management strategies.
- Use low-level regulation strategies (e.g. movement breaks, choices, visual supports, reduced language) in line with Appendices 4.

3.2
Break time and lunchtimes:

All staff on duty have a safeguarding responsibility to be on time for their duty and to monitor the area that they have been designated. Best practice is to engage students in activities and encourage appropriate peer games and relationships. Students engaged in activities such as football, swingball, tennis, cricket and archery are significantly less likely to become dysregulated than those not engaged in constructive activities. Students are supported if they become dysregulated and have access to the Pastoral Mentors during these times.

3.3
Around school:

All Staff have a responsibility to monitor behaviour and relationships around school including corridors and the hall. Students behaving inappropriately should be challenged/supported (depending upon the student and circumstances). If the student continues to dysregulate or is beyond low level disruption the staff member should intervene appropriately, seeking support if necessary. It is the responsibility of the staff member involved to log the incident on to Arbor and record any actions or consequences using the ABC method (Antecedence, Behaviour, Consequence). Staff understand that consequences are not sanctions, but opportunities for children to understand the implication or impact of their actions.

3.4
Regulation Support & Behaviour Response Frameworks/Guidance:

At Queensbury School, the use of ***Regulation Support & Behaviour Response Frameworks*** is aligned to students' cognitive learning pathways rather than being determined solely by behaviour type. Students within the Discovery & Quest pathways follow the ***Regulation Support & Responses*** framework (Appendices 4), which focuses on identifying levels of dysregulation and appropriate co-regulation and de-

escalation strategies. Students within the Navigator, Explorer & Venture pathways follow the ***Behaviour Levels & Responses*** framework (Appendix 5), which outlines low, mid, and high-level behaviours alongside expected responses and consequences. These frameworks provide Staff with clear, consistent guidance that reflects the differing needs of learners across pathways, ensuring that responses remain developmentally appropriate, trauma-informed and in line with Queensbury and EIAT Values. Staff should apply the relevant framework consistently while continuing to use professional judgement to respond flexibly to individual student needs.

4.1
Rewards and Consequences:

Good behaviour and relationships should be recognised in the same way that good work is. This will include the use of ClassDojo points to earn prizes, certificates sent home, phone calls and messages sent to parents and carers on ClassDojo. It is important that Staff share students' successes with parents and carers in the same way as they would inform them if a consequence became necessary. Students who receive the most Dojo Points each week, will be presented with a Certificate from their Form Staff in Assembly. Celebration Assemblies are also held throughout the year to further recognise the achievements of the students in school.

4.2
ClassDojo:

ClassDojo is used across Queensbury School as a tool to promote and reinforce positive behaviour, engagement and relationships with families. When used consistently and effectively, ClassDojo supports communication between school and home, enabling parents and carers to celebrate successes and feel connected to their child's school experience.

Students are rewarded with Dojo points for demonstrating positive behaviours aligned with Queensbury values such as kindness, respect and engagement. These points are exchanged into 'Dojo Dollars', which students can trade for rewards in the school's Dojo Dollar Shed on a weekly basis. This system is designed to motivate students, recognise effort and achievement, and strengthen positive behaviour through meaningful and consistent reinforcement. Staff should ensure that Dojo points are awarded fairly, regularly and in line with agreed expectations to maximise impact.

4.3
Restorative Approaches:

We use restorative approaches to behaviour which places relationships, respect, and responsibility at the core of effective practice. Consistently applying restorative approaches has been shown to improve the learning climate, conflict becomes less disruptive to students' learning and relationships are improved.

Consequences for negative behaviours are outlined in the **Regulation Support and Behaviour Responses frameworks**. Negative behaviour should be dealt with initially by the classroom teacher or member of staff on duty using de-escalation strategies and reasoning followed, if necessary, by a verbal warning. This should be in keeping with the emotion coaching approach alongside the use of PACE. Should negative behaviours continue or escalate, it may be necessary for support to be called (i.e. Pastoral Mentors or Senior leadership Team), and guidance from the frameworks be implemented in order to de-escalate and resolve the situation.

Low-level behaviours should primarily be managed through:

- Reminder, redirection and regulation time.
- Minimal sanctions in line with trust guidance.
- Positive reinforcement and repair.

It may be necessary for assistance to be requested from the Pastoral Team (particularly in mid-level dysregulation or behaviour), where:

- The student is not responding to class-based strategies.
- There is increasing defiance, distress or disruption.

Mid-level responses should include:

- Removal to regulate with support, not isolation.
- Use of safe/quiet spaces which should be framed as regulation, not punishment.

4.4
The Use of R&Rs:

If a student is required to complete an after school Reflect and Resolve time, then the parent/carer must be contacted and their permission obtained. Reception staff should also be informed as there may be implications for the child's travel arrangements at the end of the day.

High-level incidents must include:

- Immediate Senior Leader or Pastoral Mentor involvement.
- Review of the relevant Risk Assessments.
- Review of the student's Regulation Plan.

Should an incident be serious enough to warrant an Internal Exclusion, then parents/carers should be informed and the nature of the incident explained to them.

The Internal Exclusion should be carried out a soon as possible after the incident. The student should work under supervision in the Intervention Room or in the relevant Head of School or Deputy Head's office, or in their absence, another member of the Senior Leadership Team. Work should be provided by the member of staff who would have

been teaching the student at that time, so the student does not miss the learning taking place in the classroom. A restorative conversation should also take place during this time with a suitable member of staff in order to help the student reflect upon their behaviour and how they can make better choices next time.

Should an incident be so severe that a Fixed Term Suspension be deemed necessary, then parents/carers should be informed by a phone call from a member of the Senior Leadership Team and also a letter sent on the day of the incident (or a soon as possible if the incident is at the end of the day.) **Further detail on suspensions and exclusions is found in Section 8.1.**

On the day of the student's return to school, parents/carers should accompany the student for a formal re-integration meeting where the incident will be discussed. Expectations will be made clear, and if needed, further strategies put into place to support the student and prevent future incidents. A restorative conversation should take place during this time. The student should be in the right frame of mind to return to school that day. If this is not the case and it is clear that the student is not regulated enough to discuss the incident, then they may be asked to return home with their parent/carer and the return to school postponed to the following day.

5.1
Student Regulation Plans:

All students at Queensbury School are now supported through the use of an individualised **Regulation Plan**, which replaces previous Behaviour and Relationship Management Plans (BRMPs).

A Regulation Plan is a responsive, working document that supports Staff in understanding how best to respond to a student's needs in the moment, with the aim of promoting de-escalation, emotional safety and relational connection. It reflects the school's trauma-informed, attachment-aware approach, recognising that repeated experiences of co-regulation support the development of students' self-regulation.

Regulation Plans are written collaboratively by Form Tutors and Teaching Assistants, alongside the Pastoral Mentors and relevant Senior Leaders, ensuring that a range of professional insights inform the support outlined. Where appropriate, input from parents/carers and relevant professionals is also included.

Each Regulation Plan will include:

- Key information about the student's emotional regulation profile, including known triggers and early signs of dysregulation.
- Clear descriptions of how the student may present at different stages of regulation.
- Agreed, responsive strategies for staff to use to support co-regulation and de-escalation in the moment.

- Approaches to communication, including the use of attuned language, PACE and emotion coaching.
- Guidance on how to maintain emotional safety and support relational repair following incidents.
- Any adaptations, resources or environmental adjustments required to support the student effectively.
- The student's voice, where appropriate, to ensure their experiences and preferences are reflected.

It is essential that all Staff are able to recognise when students are at different stages of regulation. Responses must be carefully attuned to the student's level of need to avoid further dysregulation and to ensure consistent, supportive practice.

Regulation Plans are regularly reviewed and updated to reflect the student's changing needs and the effectiveness of the strategies used. Form Tutors and class teams are responsible for overseeing the implementation and review of the plans.

6.1
Monitoring and Recording:

It is the responsibility of all Staff to record any incidents on Arbor. This should be forwarded to the relevant members of Staff such as the Pastoral Manager, Pastoral Mentors, Form Tutor team and the relevant Head of Key Stage. The use of Arbor logging (where applicable) should align with ABC (Antecedent-Behaviour-Consequence) approaches.

Incidents will then be monitored by the pastoral team; including the Pastoral Manager, Pastoral Mentors and the Senior Leadership Team. Should intervention be necessary the appropriate action will be taken. Interventions may include speaking to the child, contacting home, sessions with the Pastoral Mentors, Therapeutic Interventions, Speech and Language Therapist, Occupational Therapist, referral to external agencies such as the Community Paediatrician, Educational Psychologist, ADHD team, CAT team (where the student has a diagnosis of Autism) Forward Thinking Birmingham.

7.1
Positive Handling and Restrictive Interventions (Updated – DfE 2026 Compliant)

In circumstances where positive handling or any form of restrictive intervention is required to safeguard a student or others, all Staff must act in accordance with the school's **Positive Handling and Restrictive Physical Intervention Policy**.
The school adopts the DfE definition of **restrictive intervention** as any action that prevents, restricts or subdues a student's movement or liberty, including physical restraint, non-physical restriction and (where applicable) seclusion.

Principles Governing Use:

- **De-escalation must always be the primary response**, and restrictive interventions must only be used as a **last resort** where there is an immediate risk of harm.
- Any use of force must be:
    - **Necessary**
    - **Proportionate**
    - **The minimum required** for the shortest possible duration
- Restrictive interventions must **never be used as a punishment, to secure compliance, or as a substitute for appropriate support strategies.**

Authorisation and Training:
Queensbury School is committed to ensuring that our Staff receive appropriate training (e.g. Team Teach). Where staff are not yet trained, they must seek immediate support from a trained colleague. Only Staff who have received appropriate training should use restrictive physical interventions, and all interventions must be carried out in accordance with:

- Team Teach principles.
- The Education and Inspections Act 2006 (Section 93)
- Current DfE guidance on restrictive interventions,

Safeguarding and Practice Expectations:
Staff must:

- Consider the individual needs of students, particularly those with SEND, when determining appropriate responses ,
- Avoid prohibited or unsafe techniques (e.g. those that restrict breathing or cause pain)
- Ensure any intervention prioritises **dignity, welfare and safety** at all times.

Recording and Reporting (Statutory Requirement):
In line with statutory duties introduced from April 2026:

- **All significant incidents involving restrictive intervention must be recorded** as soon as possible, including:
    - Names of student(s) and staff involved.
    - Time, date, location and duration.
    - Reason for the intervention and why it was necessary.
    - Type and degree of intervention used.
    - Any injuries sustained.
    - Post-incident support provided.
- **Parents/carers must be informed as soon as practicable following the incident**, normally on the same day.

- All incidents must also be reported in accordance with school safeguarding procedures, including notification to the **Designated Safeguarding Lead, Nisar Khan**, within 24 hours.

Post-Incident Review:
Following any use of restrictive intervention:

- A **debrief must take place** with staff and, where appropriate, the student involved.
- Incidents must be reviewed to identify:
    - **Triggers.**
    - **Preventative strategies.**
    - **Any required changes to behaviour or support plans.**
- The school will use incident data to monitor patterns and reduce future use of restrictive practices.

8.1
Suspensions and Exclusions:

Queensbury School applies suspensions and exclusions under a separate policy, in strict accordance with the latest Department for Education statutory guidance (updated July 2026).

The school ensures that exclusion is used **only as a last resort and solely for disciplinary reasons**, where there has been a serious breach of the behaviour policy or were allowing the student to remain would pose a serious risk to the safety or education of others.

The school is committed to a **preventative, Trauma informed, inclusive approach**, ensuring that all reasonable adjustments, SEND-informed strategies, and early interventions have been implemented prior to any exclusion decision. In line with statutory expectations, decisions are **lawful, reasonable, proportionate, and procedurally fair**, with due regard to the Equality Act 2010 and duties towards students with SEND.

The school maintains **robust recording, monitoring and governance oversight**, including analysis of exclusion data by vulnerable groups, and ensures that **parents/carers are informed promptly** and involved appropriately in decision-making and reintegration planning.
A **formal reintegration meeting is held following any suspension**, with a clear focus on support, restoration, and prevention of recurrence. Further detail, including procedural guidance and thresholds, is set out in the school's **Suspensions and Exclusions Policy (June 2026, updated to reflect current DfE statutory guidance)**, which must be read in conjunction with this section.

The Executive Headteacher, Heads of School and Deputy Head are all **Independent Review Panel trained (IRP)**, ensuring that they make judgements in accordance with the law and to the highest threshold standards.

Appendices:

1.Queensbury Golden Rules.
2.Queensbury Expectations.
3.Trust Values.
4&5.Regulation Support & Behaviour Responses Frameworks.
6.What is PACE.
7.Emotion Coaching basics

Sherree Watkins
June 2026

OUR 5 GOLDEN RULES

1 We Listen to Each Other

2 We Respect Each Other and Our Property

3 We Follow Instructions

4 We Keep Hands & Feet to Ourselves

5 We Look After Our School & Each Other

Safe • Respectful • Ready to Learn

Queensbury School

Our Values

Queensbury New Horizons

Queensbury School Expectations:

1. We are kind to ourselves and others.

2. We accept that we are all different.

3. We respect other people's opinions, views and personal space.

Values

Trust Values

School Values

How they link together

- to Engage through Kindness
- to Include through Diversity
- to Apply Respect
- to work Together

D & Q Regulation Support & Responses

Levels of arousal vary for each child. Build strong relationships to understand each child's window of tolerance.

Common Triggers:

Environmental/Sensory: light levels, room temperature, noise, visual stimuli, clothing, weather
Interoceptive: hunger, thirst, illness, body temperature, tiredness, anxiety, toileting
Interpersonal: relationships with peers; relationships with staff
Consistency & routines: transitions, change of staff, change of routines, unplanned changes
Communication difficulties: unable to express needs/wants, misunderstandings, instructions, demands/expectations, trigger words (e.g., "no")

Low-Level Dysregulation	Mid-Level Dysregulation	High-Level Dysregulation
What This Looks Like:	**What This Looks Like:**	**What This Looks Like:**
• Changes in communication or speech • Mild avoidance or withdrawal • Increased movement or physical restlessness • Subtle emotional shifts, *e.g. overexcited or quiet* • Physiological signs, *e.g. flushed skin, tension in arms* • Minor task avoidance • Early impulsivity, *e.g. unable to wait, interrupting or fidgeting*	• Becoming visibly more upset or agitated • Behaviour becoming increasingly defiant or deliberately challenging • Breakdown in communication • Heightened physiological dysregulation, e.g. sweating, shaking • Behaviour beginning to impact peers or the environment	• Loss of behavioural control or unsafe physical behaviours • Intense emotional overload • Destructive or high-risk property behaviours • Dissociation or freeze-state behaviour • Severe impulsivity and loss of safety awareness
Support and De-escalation:	**Support and De-escalation:**	**Support and De-escalation:**
• Calm, mirrored body language • Personal space • Choices • Reduced consistent language/ scripted response • Visuals/transition packs, use of Social Stories • Positive attention • Sensory/movement break, use of Fidget Box	• Calm, mirrored body language • Little/no words • Give space, remove audience • Change of face • Reduce demands, offer sensory tools • Offer options using visuals • Move to safe/quiet area	• Prioritise safety; clear area; call support immediately • Simple directives • Calm tone and stance • Change of face • Use **Team-Teach** strategies **ONLY** if the child or others are at immediate risk, and only by trained staff.
Actions:	**Actions:**	**Actions:**
• No call unless safety risk/child continues to heighten after support/de-escalation strategies used	• Log on Arbor using ABC method • Parent/carer informed • Call SLT or mentors if de-escalation strategies do not resolve. • Post-incident support & restoration – social stories/calm time/alternative safe space e.g. sensory room	• Immediate call for mentor/SLT support, • Risk assessments reviewed or updated, • Parent/carer informed • Log on Arbor using ABC method • Post-incident support & restoration – social stories/calm time/alternative safe space e.g. sensory room

N, E & V Behaviour Levels & Responses

Queensbury School

Queensbury New Horizons

Low-Level Behaviours

Disruption, Avoidance, Low Risk

What This Looks Like:

- *Calling out / talking over others*
- *Low-level refusal*
- *Off-task behaviour*
- *Mild swearing not directed at others*
- *Tapping, humming, making noises*
- *Ignoring instructions (first instance)*
- *Minor damage to own equipment*
- *Inappropriate comments without threat*

Typical Responses:

- *Reminder of expectations*
- *Non-verbal cue*
- *Choices offered*
- *Time to regulate*
- *Offer a Movement Break with Class Team*
- *Adjust task or demand*
- *Praise positive behaviour*

Sanctions If Needed:

- *Verbal reminder*
- *Loss of a small privilege*
- *Time owed back at break – Breaktime R&R*

Mid-Level Behaviours

Defiance, Repeated Disruption

What This Looks Like:

- *Repeated refusal after support*
- *Directed swearing or verbal aggression*
- *Leaving classroom without permission*
- *Damage to school property*
- *Low-level physical contact*
- *Provoking others intentionally*
- *Throwing objects without intent to harm*
- *Discriminatory language (without threat)*

Typical Responses:

- *Clear boundary and warning*
- *Behaviour choice explained*
- *Support called from Mentors if needed*
- *Short removal or Walk to regulate, with the Class Team, not isolation*
- *Incident logged on Arbor by Class Team*
- *Repair conversation planned*

Sanctions:

- *Time out to regulate, with Class TA/Mentor*
- *Loss of privilege (proportionate)*
- *R&R at Breaktime or Lunchtime*
- *Parent/carer informed by Class Team*

High-Level Behaviours

Unsafe, Violent, High Risk

What This Looks Like:

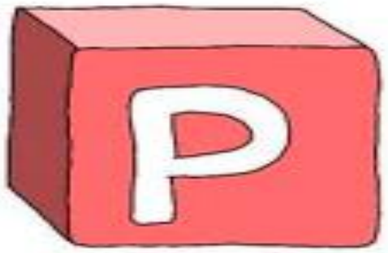
- *Physical assault on Staff or peers*
- *Serious threats or intimidation*
- *Use of weapons or dangerous objects*
- *Serious property damage*
- *Sexualised behaviour*
- *Hate language with intent to harm*
- *Absconding / putting self at risk*
- *Behaviour requiring physical intervention*

Immediate Responses:

- *Immediate De-escalation*
- *Follow agreed Co-Regulation Plan*
- *Remove others from risk*
- *Call Mentors/SLT for support*
- *Use of Team Teach physical intervention*
- *Incident logged on Arbor by Class Team*

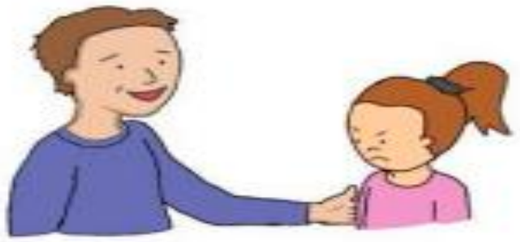
Sanctions:

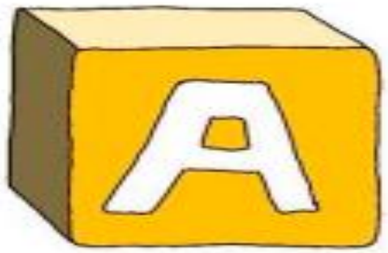
- *Fixed-term suspension (if appropriate)*
- *Internal Exclusion with Mentors/SLT*
- *Loss of Breaktimes/ Lunchtimes*
- *RA/ Co-Regulation Plan reviewed*



Playfulness

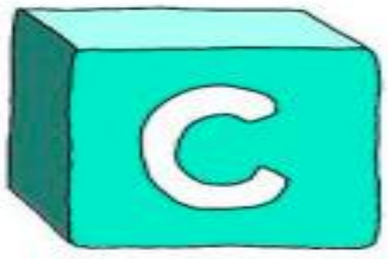
- Playfulness in interactions can diffuse conflict and promote connection e.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)





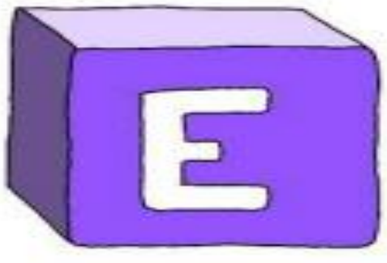
Acceptance

- Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement



Curiosity

- Being curious to where a behaviour has come from (in your head or out loud)



Empathy

- Really connecting with how they are feeling and showing compassion

P.A.C.E is an approach developed by Dr Dan Hughes aimed at supporting recovery from developmental trauma. However, it can be a useful attitude to adopt with anyone who is emotionally dysregulated

Illustrated by Juliet Young

Emotion Coaching: some important principles

✓ Name It to Tame It!

Helping our children and young people to name and label their feelings, and to tell their story, is in itself a calming process for them and will help to 'tame' that feeling!

✓ Connect before you Correct!

We need to first **connect** with our children before we try and correct their behaviour and redirect them. Try to think about what is under that iceberg of behaviour that we can see; what feelings is the behaviour communicating to us?

We might need to apply 'emotional first aid' first by helping the child/young person to calm and soothe before we can talk with them about dealing with their feelings. Children need us to 'tune in' to them and to recognise and empathise with how they are feeling, and to help them to soothe their BIG feelings. We call this 'co-regulation', and children need us grown ups to help them with this before they are able to eventually recognise, understand and calm themselves during stressful moments through 'self-regulation'.

Emotion coaching helps us to co-regulate our children's big feelings, and in doing so to develop their own skills to self- regulate when they come across these difficult feelings again in future.

✓ Use Empathy!

It can be tempting to try and make the difficult emotion go away for the child, rather than acknowledging and labelling the feeling. It can be hard to hold back and not immediately problem solve for the child. But by embracing the emotion as an opportunity for learning, and for developing their understanding and self-regulation skills, we are helping them to feel heard, understood and validated, and we are helping them to develop better coping skills for the next time they feel this way.

Sometimes we can also confuse empathy with feeling we are agreeing with a child's behaviour; but empathising with how they feel is not being lenient; we can still put boundaries in place. How the child feels is their reality. Sometimes we can also confuse sympathy and empathy. The video link below can help us understand how to empathise instead of sympathise:

<u>Step 1</u>: Recognising the person's feelings and empathising with them

You might say: "I can see that you're really worried about this, you're frowning and biting your fingers; I hear you."

<u>Step 2</u>: Validating the feelings and labelling the emotion

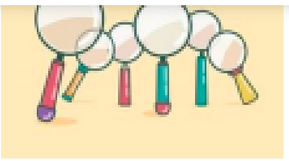
You might say: "Some other people are feeling worried about it too and it's completely normal for people to feel worried at times

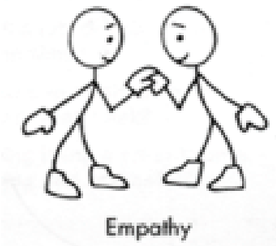
<u>Step 3</u>: Setting limits on behaviour (if needed)

You might say: "It's not OK to kick the furniture though, it might hurt you or break the bookcase..."

<u>Step 4</u>: Problem-Solving with them

You might say: "Let's have a think together about ways you can feel safer."





Empathy

Emotion coaching builds a power base that is an emotional bond – this creates a safe haven, a place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to children and young people giving back respect and acceptance of boundaries'

(Rose and Gilbert, 2017)

The following animation gives a helpful summary of Emotion Coaching for parents and teachers:

https://www.youtube.com/watch?v=7KJa32r07xk

Emotion Coaching UK