



## Gloucester House: Behaviour Policy

**NLFT adopted this policy from Tavistock and Portman NHS Foundation Trust (TPFT) in March 2026 ahead of the merger by acquisition. References in the policy to TPFT structures, links, processes and policies will, from 1 April 2026, usually refer to NLFT.**

## Version Control

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## Key changes to policy document

Version	Date	Summary of key changes
1	March 2026	TPFT Gloucester House policy adopted by NLFT.

## 1. Equality Statement

All public bodies have a statutory duty under the Equality Act 2010 to set out arrangements to assess and consult on how their policies and functions impact on equality and fairness.

All policy documents will be equality impact assessed and this will include equality and human rights with regard to the protected characteristics including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (gender) and sexual orientation.

The Trust will make accessible versions of this document available where requested by members of the public, service users or staff.

## 2. Trauma Informed Statement

To commit to a trauma informed organisational culture, all policies, practices, and decisions must seek to recognise and respond to trauma, reduce the risk of re-traumatisation and take steps to repair any harm the organisation may cause to those who work within it or use its' services.

## 3. Vision and Values

We are guided in all we do by our **vision** and **values** and all policies and procedures are written in line with them.

Our **vision** is better mental health, better lives, better communities.

Our **values**:





# Gloucester House

Working together for  
learning and development

## Behaviour Policy

Reviewed	March 2026
Next Review	March 2028

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## Purpose

The purpose of the Behaviour Policy is to support the provision of a safe and predictable environment for the pupils at Gloucester House. This policy is written for an environment in which the primary SEN (Special Educational Need) needs of the pupils with Social, Emotional and Mental Health needs are met (SEMH). The core ethos of Gloucester House is that Gloucester House pupils have the capacity to reflect on, and begin to understand, what may be behind their behaviour and actions and that this process leads to change and positive outcomes. Parents/carers are integral to the success of this work. This policy considers that many Gloucester House pupils have missed parts of their schooling and that the curriculum needs to be designed and applied to address this, as well as to support their self-esteem and confidence as learners. This policy focuses on maximising positive change with pupil's behaviour and outlines how the school teaches this as a core aspect of the curriculum.

The Behaviour Policy is reviewed and revised with pupils, parents/carers and staff.

## Aim

To support the personal development of pupils with emotional, social and mental health difficulties.

## Core values

The ethos of Gloucester House is to support and enable pupils to learn academically, and to increase their understanding of themselves and others, developing effective social skills to build friendships, independence and life skills.

Linked with this is the belief that encouraging the capacity to reflect on one's own behaviours and actions is central to the work of the school and a pivotal aspect of a pupil's progress.

## Approach

The whole school approach at Gloucester House incorporates culture, curriculum, resources, support and consequences. This ensures that pupils are provided with proactive, pre-emptive support and consistent and predictable responses which helps them to feel safe and contained so that they can connect with others in a positive way and understand their behaviour triggers which has a meaningful impact on learning.

The approach always considers that **behaviour is communication**, and the management of behaviour is most likely to be successful when that communication can be understood. For example, it may be dysregulation associated with over stimulation and other sensory needs, anxiety linked to learning or a lack of understanding about what is being said and what is

expected of them (language and communication needs). This could also be linked to gaps in learning and poor school attendance. It may be that it represents the expression of more complex anxieties or deep-seated emotions related to attachment experiences and/or exposure to traumatic events (Adverse Childhood Experiences – sometimes referred to as ACES).

The school reaches its aims through its curriculum and its management of dysregulation and distress that is shown through the pupils' behaviour. There are 4 simple rules that all members of the school community work within.

Rewards, support, consequences, and curriculum are explored in greater depth further on within this policy. The staff are also provided with a behaviour handbook to help staff translate the Behaviour Policy consistently into their practice in the school.

## Rules:

1. Respect each other's differences and cultures.
2. Keep hands, feet and objects safe.
3. Follow staff's instructions.
4. Be Tidy, everything has its place.

## Guiding Principles:

1. Respect yourself (and be kind to yourself)
2. Respect others (and be kind to others)
3. Learn from each day
4. Listen to others

## Roles

### Steering Committee

- To monitor the effectiveness of the policy and hold the Senior Leaders to account for its implementation.

### Headteacher/SLT

- To review the behaviour policy
- To ensure the school environment encourages positive behaviour and that staff deal effectively with distress and dysregulation and will monitor this policy to ensure rewards and sanctions are applied consistently.
- To ensure that staff understand the overarching principles of the policy and are familiar with the handbook.
- To provide staff with a clear induction into the culture, systems, rules and routines.
- To ensure staff are appropriately trained and understand the impact of ACES, SEMH and SEND on pupils' behaviour.

- To ensure this policy works alongside Safeguarding and other policies and procedures. (See list of policies and procedures on page 19)
- To ensure that behavioural observations are carried out to support pupils and to support staff in effectively managing dysregulated behaviour.
- To ensure staff are appropriately supported with their wellbeing in their role through clear and consistent structures of behaviour management and systems and structures for debrief, reflection and Learning from Experience.

## Teachers and support staff

- Create and enable calm safe learning environment with appropriate levels of adaptation for learning across the curriculum.
- To provide lessons that meet the academic needs of the pupils.
- To adhere to the systems in place including preventative strategies and resources, routines, and predictable responses to behaviour.
- To set out and role model expectations for behaviour in groups and 1:1.
- To communicate with parents/carers ensuring balanced feedback.
- To use a trauma informed therapeutic milieu with their interaction style, management of behaviour and verbal commenting.

## Clinicians

- To support classroom staff with guidance to deliver universal and targeted support.
- To support and communicate with parents/carers and work in partnership to support pupils to progress.
- To support staff to use a therapeutic milieu with their interaction style, management of behaviour and verbal responses to model the behaviour policy in everyday practice.

## All staff

- To implement the policy and handbook consistently.
- To maintain and establish clear boundaries.
- To model expected behaviour and positive relationships.
- To provide a personalised approach to the SEMH needs of the pupils where needed and follow each pupil's PHP and risk assessment plans.
- To seek to understand what a pupil's behaviour is communicating.
- To record behaviour incidents promptly.
- To ensure behaviour observations are reviewed to implement support strategies.
- To engage in CPD.
- To share knowledge and work in partnership with colleagues from other professions/disciplines.
- To build positive relationships with parents/carers.

## Parents and Carers

- To be aware of the school rules and support the pupil to adhere to them.
- To inform the school of changes in circumstance that may be affecting their child.
- To discuss any concerns with their care coordinator and/or class teacher.

- To build positive relationships with staff, working in collaboration to support the pupil.
- To raise any concerns with the school whilst continuing to work in partnership.
- To take part in the life of the school and its culture.
- To continue to work with staff to resolve behaviour
- To report any changes in presentation to staff as appropriate.

## Pupils

- To follow the rules of the school.
- To follow the routines and systems in the classroom.
- To learn to understand their behaviour better and take responsibility to engage in strategies to address their dysregulation.
- To understand and engage with the rewards and consequences.
- To seek staff support as needed.

## Process of decision making around behaviour

- All Gloucester House staff are responsible for working within the behaviour policy and handbook and modelling behaviour explicitly and implicitly.
- Pupils and staff at Gloucester House have a responsibility to pay attention to and reflect on their own and others behaviour and remember to talk a staff member if they're upset.
- Parents/carers are invited to work with the Gloucester House staff towards a consistent approach in the management of their child.
- Senior staff & care coordinators will determine which behaviour requires liaison with home or external agencies.
- The SLT has ultimate responsibility for the operation of the policy.

## Curriculum, teaching, resources and preventative strategies/spaces

The Gloucester House curriculum is designed for SEMH needs. It prioritises core academic skills, closing gaps in learning, and developing the life skills pupils need for their next steps. Teachers ensure all National Curriculum requirements are covered in ways that are responsive to individual needs.

Personal, Social and Health Education (PSHE) is central to our curriculum and embedded throughout the school day. Pupils are explicitly taught social and emotional skills through PSHE lessons, reflection time, circle time and class meetings. Assemblies, breakfast, lunch and playtimes are also structured as opportunities to model and reinforce respectful, pro-social behaviour.

Examples:

Structured playtimes led by staff to encourage turn taking, social engagement and verbal negotiation.

- Breakfast and lunch sessions designed to develop social interaction, communication and respect.

- Class/whole school meetings as needed to repeat the rules and guiding principles with pupils as difficult issues arise.
  - Pupil parliament to model problem solving and shared responsibility.
  - Weekly assemblies with an Equality, Diversity and Inclusion (EDI) focus, celebrating difference and reinforcing community values.

### Enrichment:

Pupils earn enrichment time throughout the day by engaging in their learning and making positive choices about their behaviour. Enrichment activities are pupil-chosen and used as motivating rewards to encourage sustained effort, participation and self-regulation.

### Wellbeing sessions:

Pupils take part in *Wellbeing Fridays*, choosing from a selection of activities each week. This provides opportunities to mix with peers across the school, develop social skills, and explore new interests in a supportive and structured environment.

### Teaching behaviour:

What is behind the behaviour? We have different ways of understanding behaviour and helping pupils with this so that change can happen. We use a range of strategies to help pupils regulate.

### Understanding behaviour:

Trauma-Informed practice: Staff are trained to use approaches that help pupils feel safe and contained so that they can reach a point where they can begin to use their words rather than their behaviour to express their needs. There is a process to this, based on evidence-based practice. Staff form secure, trusting relationships with pupils and support them to reflect on their thoughts, feelings and behaviours. Through this, pupils learn to make repairs and rebuild relationships which leads to better outcomes.

### Cognitive behavioural:

This focuses on how thoughts, feelings, and behaviours are connected and influence one another. It is based on the idea that by changing unhelpful thinking patterns, pupils can improve their emotional regulation and behaviour. Staff help pupils reflect on what they were thinking and how they were feeling after an incident to support them in finding safer, more constructive ways to express themselves.

### Sensory regulation:

Some pupils become dysregulated due to sensory processing differences linked to neurodevelopmental conditions such as ADHD or autism, rather than trauma. Staff use a range of sensory strategies and tools — including movement breaks, sensory circuits, calm spaces and tactile resources — to help pupils regulate. The physical environment and classroom routines are structured to promote calmness, predictability and readiness to learn.

### Systemic:

Our work to changing unhelpful behaviour patterns will not work if staff do this with pupils on their own. We work with parents and other staff from therapies, social care and health. The

multi-disciplinary understanding helps staff to tailor the right support to each pupil based on their needs at that time.

### Formal therapies:

Pupils can be offered a range of psychotherapies at an individual or group level, depending on identified need.

### Strategies to support regulated behaviour:

Below are a range of strategies used across the school. Not every strategy will be right for every pupil, and we work collaboratively with pupils, families and the wider staff team to identify and implement the right combination of support.

*Zones of Regulation:* The Zones of Regulation is a framework used across Gloucester House to help pupils recognise, name and manage their emotions. It provides a shared language for understanding different emotional states and levels of alertness.

Staff use the Zones to support pupils in identifying how they are feeling, understanding how their emotions influence their behaviour, and developing strategies to return to a regulated state. This is supported through co-regulation, sensory tools, and reflective discussions, helping pupils to build emotional literacy, self-awareness and independence within a safe and predictable environment.

## ZONES Tools

**Blue Zone tools:** help wake up our bodies, feel better and regain focus.

**Green Zone tools:** help us stay calm, focused and feeling good. These are often proactive strategies.

**Yellow Zone tools:** help us regain control and calm ourselves.

**Red Zone tools:** help us stay safe and start to calm down.

**Sensory regulation:** Each child has a sensory profile that is put together with the school's Occupational Therapist in order to identify individual regulation strategies for each child. These strategies will help support staff and pupils to be able to use appropriate tools to regulate behaviour as part of a sensory daily diet helping to reduce dysregulated behaviour.

Some ideas.....



**Survival animals:** This is an evidenced based weekly targeted intervention that helps pupils to understand and regulate their survival responses eg fight, flight, freeze through the use of animal imagery. It provides a way to both understand and explore how the brain can respond to trauma using our survival modes so that we can understand what triggers everyday behaviour.

**Brain Stem calming:** We use Staff class champions to support this. These are fun evidence-based activities that help regulate the brain. These activities are often rhythmic and repetitive, helping to move the nervous system from a state of high anxiety or survival mode to a calmer, more regulated state so pupils are ready to learn.

**Social stories:** At Gloucester House, we use Social Stories to help pupils understand situations, behaviours or social expectations. A Social Story is a short, personalised story that explains what is happening, why it happens and what is expected, using clear and supportive language. Staff and therapists create these stories to help pupils reflect after incidents, learn new social skills or prepare for changes.

**Comic Strip Conversations:** This is a way to reflect on something that happened using speech bubbles, drawings and colours for different feelings. It is a visual tool that helps pupils to see what happened in a concrete way and helps them to think about how things can change in a positive way.

**Visuals:** 70% of children with SEMH have speech, language and communication needs (SLCN). Therefore, when we talk to our students, we need to ensure that we are presenting information in a way that they can understand. Making things visual by using pictures and organising written information in a colourful or categorised way gives the student extra information they can use. Visuals are permanent and allow for the student to keep processing the information once the verbal information has gone. Verbal information alone is only present for a few seconds before it is gone. Even if the student has understood little of what someone has said, looking at pictures may fill in the gaps for them.

Each pupil also has their own individualised communication profile that is created with the Speech and Language Therapist. This helps staff to know what questions to use so that pupils can understand what is being said to them.

## Reward system:

Whilst Gloucester House does offer a reward system it is also aware that rewards need to be considered carefully and within pupils' personal plans.

At Gloucester House there is a clear and consistent system of Rules, Rewards and Consequences. Staff use positive language linked to trauma informed practice to coach pupils about the school's expectations and how pupils can keep themselves and others safe. We use individual and class reward systems including enrichment times that are earned for achieving their target sheets relating to work completed and their behaviour. Pupils are encouraged to reflect on this with scaffolding from staff.

*Praise:* Pupils are praised verbally for keeping the rules, helping others, managing their anger, work related etc. It is the school's ethos that a consistent focus and clear feedback on positive behaviour supports the emotional, social and behavioural development of the pupils. Thus, staff are thoughtful and specific about the praise given. We also recognise that for some of our pupils praise can be difficult to hear so will ensure we use a pupil's care plan/PHP to provide support in an individually tailored way.

*Target sheets:* Each pupil has an individual chart where ticks are shown for expected behaviour and work completed to their personal targets. The target sheet is part of encouraging a reflective approach with the pupils and needs to be done at the end of each lesson. The tick chart is converted into their 'money' bank book at the end of each school day. This 'money' can be exchanged for toys/books on a weekly basis from the Gloucester House shop.

The target sheets are also part of our partnership work with parents/carers and go home daily. They are returned the following day and filed by the class teacher as part of our monitoring.

*Gloucester House shop:* In addition to this being a reward system, it also focuses on teaching pupils to understand the concepts and principles of earning, saving and spending money, i.e. developing the skills needed for future economic well-being. Pupils are allowed to save a maximum of £10, after which the money must be spent.

*Magic Square:* Each class has a Magic Square sheet. Each class is able to earn a trip out based on a goal they have decided on collectively. When they have completed the Magic Square sheet they then go on their trip.

*Certificates and praise:* Pupils are awarded certificates to celebrate achievements in work, behaviour, and attendance. Parents and carers also receive regular positive communication to share successes and recognise their child's progress.

## Induction and Training:

All new staff complete the Trust Induction Programme, which introduces key policies, safeguarding procedures and organisational expectations. This ensures a consistent understanding of the Trust's values, standards and statutory responsibilities across all settings.

Alongside this, all new staff undertake the Gloucester House Core Induction, which provides specialist training specific to our therapeutic SEMH context. This is called the therapeutic milieu which all staff use on a daily basis to support regulation. This includes an introduction to our ethos, relational approach, behaviour systems, and Gloucester House-specific policies and procedures, as well as opportunities to observe, shadow and reflect on practice within the staff team. The induction also supports staff to understand how therapeutic approaches, academic learning and behaviour are interlinked, ensuring consistency in both classroom management and curriculum delivery.

### The Core Induction Programme includes:

- Safeguarding and child protection reporting (MyConcern)
- Trauma-informed and relational practice
- Positive Behaviour Support and Team Teach behaviour principles
- Positive Handling Plans (PHPs) and incident recording systems (RADAR)
- Working with the multidisciplinary team (education and clinical)
- SEND and SEMH awareness, including autism, ADHD and sensory needs
- School policies, routines and relational language
- Gloucester House-specific policies and expectations (e.g. behaviour, attendance, communication and wellbeing procedures)
- How occupational and speech and language therapy support behavioural regulation

### Ongoing Support for Staff:

At Gloucester House, staff wellbeing and professional reflection are prioritised to ensure consistency and resilience in supporting pupils with SEMH needs. Ongoing support is available to all members of the multidisciplinary team, including teachers, PSWs and clinical staff. This support helps staff to process experiences, reflect on practice and maintain a therapeutic, relational approach across the school.

Ongoing support includes:

- Daily debriefing – end-of-day check-ins to reflect on the day, share insights and ensure consistent communication across the team.
- Individual and group reflective practice – regular sessions to explore the emotional impact of the work, supported by the clinical team.
- Additional debriefs – available and encouraged following particularly challenging or emotionally charged incidents.
- ‘Learning from Experience’ meetings – opportunities to review significant events and identify learning for future practice.
- Internal CPD and supervision programme – continuous professional development and structured supervision to strengthen practice, wellbeing and professional confidence.

### Safeguarding

Environment: Access locks are in place in some parts of the building. This is to ensure that pupils can be kept safe. Any access locks on the classrooms can be opened from the inside and are not a means to keep pupils in the class but to minimise disturbance from the outside. This helps pupils to focus and also feel safe.

Incident reporting: At the end of the day all staff have a daily debrief. Safeguarding concerns and behaviour are discussed and there are various systems that staff report on.

Team Teach: A holistic behaviour management system which focuses on using techniques for de-escalation of volatile situations using safe physical management to contain and calm situations. Staff use safe physical management (holds and restraints) only when pupils are struggling to manage to hold themselves physically and emotionally. This reduces injury to themselves, the staff, other pupils and the environment. All staff are expected to participate in an initial Team Teach training and then receive regular refresher and recertification training.

Areas of the school to manage dysregulated behaviour: Break-out rooms, Nurture space, POD, playground and therapy rooms. (Please refer to Physical Care Containment and restraint reduction procedure)

## Protocols to Regulate

- The breakout spaces provide safety/containment, support, structure and validation. Staff are always present at these times. We have see through glass and anti-barricade keys to keep pupils safe. The nurture space and annexes can be used for a variety of work. This can include seeking support, 1:1 sessions, soft starts and recovery times, planned interventions, time out, de-escalation, use of team teach physical containment, use of regulation strategies.
- The nurture space and annexes, as with Gloucester House more widely, incorporate five elements of this: safety/containment, support, structure, validation and involvement will be promoted and utilised by the staff working within the space.
- Staff will highlight the strengths and resilience of the pupils whilst working with them in the space and help understand and aid their capacity to manage their behaviour and express their feelings in a constructive way.
- Each class has access to sensory regulation tools and a pupil specific sensory profile. There are soft cushions, blankets, colouring materials, sensory equipment. If we use blankets staff need to be vigilant that only one pupil is allowed under a single blanket at any one time. Staff can seek advice from the Occupational Therapist who comes in weekly who can support the safe practice.
- The nurture space has two cameras (one on entrance and one in the POD), attached to monitors in the office, which can be viewed for safety purposes. These do not record.

Each pupil has a PHP (Positive Handling Plan) that is set up during the assessment period and regularly reviewed by staff (both educational and clinical), pupils and parents/carers. Parents/carers are updated with any changes to this through care coordination.

## POD

Pupils can use the Pod independently and can go with or without staff. Breakout spaces, such as the POD, provide a safe and contained environment to help pupils regulate their emotions. Pupils are encouraged to use these spaces independently, with or without staff support, to calm and regain control. They may choose to sit quietly or use equipment safely for emotional release.

At times, persistent or unsafe behaviour may require positive handling or restraint in line with a pupil's Positive Handling Plan (PHP), in order to move them safely to a withdrawal space. Our aim is for staff to remain with the pupil during this period, supporting regulation and repair.

In rare circumstances, where a pupil presents a significant risk of harm to staff, they may need to be in a withdrawal space on their own, with the door held shut. This is a last-resort measure, used for the shortest period possible. A staff member will always remain outside and may be rotated to maintain safety and reduce escalation.

Whenever a pupil is in a withdrawal space for an extended period, an incident form is completed, clearly documenting:

- the duration of time,
- whether the door was held shut,
- the reason for the decision,
- staff present and monitoring arrangements,
- the pupil's response, outcome and follow-up support.

All incidents are recorded on Radar, reviewed by the Senior Leadership Team and the Team Teach Lead, and shared with parents/carers on the same day. Following any such incident, the pupil's Positive Handling Plan can be reviewed and updated to minimise the likelihood of recurrence and ensure a proactive, preventative approach.

The use of withdrawal spaces is always guided by Team Teach principles of de-escalation, dignity and safety, and is reflected in each pupil's PHP.

The pupils are encouraged to use sensory strategies in the pod to self-regulate (see Zones of Regulation). E.g. foam/ice lolly/frozen fruit.

## Online behaviour:

At Gloucester House, we recognise that online communication and behaviour can impact relationships, wellbeing, and safety both in and out of school. We strongly discourage pupils from communicating with one another online outside of school, as these interactions can often lead to misunderstandings or conflict that affect learning and relationships within the school environment. We encourage parents and carers to actively monitor their child's online activity and to make use of parental controls and privacy settings to help keep them safe. The school can provide guidance and support to families in setting up appropriate parental controls and understanding online risks. Any online incidents that affect pupils' wellbeing, safety, or behaviour in school will be addressed in line with our Behaviour Policy and safeguarding procedures.

## Searching, Confiscation and Banned Items

To keep our school community safe, staff have the authority to search pupils and their belongings for prohibited or banned items, in line with the law and Department for Education guidance.

### Prohibited items include (but are not limited to):

- Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco vapes or smoking equipment.
- Fireworks
- Pornographic images
- Any article likely to be used to commit an offence, cause injury, or damage property.

The Headteacher may also ban additional items if they are considered harmful, unsafe or disruptive (for example, energy drinks or inappropriate toys).

Items may be confiscated, retained, returned to parents, disposed of, or passed to the police where necessary. All searches and confiscations are carried out respectfully, proportionately and with safeguarding as the priority.

**For full details of procedures, staff responsibilities, and legal powers, please refer to the school's Safeguarding Policy and Physical Care and Containment Policy.**

### Child on child abuse:

Gloucester House does not tolerate any form of child-on-child abuse. This includes (but is not limited to) bullying, physical abuse, sexual violence, sexual harassment, upskirting, initiation/hazing, online abuse and coercive behaviours.

All concerns are taken seriously, recorded, and dealt with promptly. Where incidents occur, staff respond in line with the Safeguarding Policy and the Prevention and Tackling Bullying Policy, ensuring the safety and wellbeing of all pupils.

Because all pupils at Gloucester House have significant SEMH needs, each pupil has a Positive Handling Plan (PHP) which sets out proactive strategies and agreed responses. These PHPs are reviewed regularly and are central to preventing, identifying and managing risks of child-on-child abuse.

Support is provided to both the pupil harmed and the pupil responsible, with a focus on safeguarding, repair, education and positive behaviour change.

**Consequences:** To support pupils to develop the capacity to regulate their behaviour, in addition to the sensory strategies and the use of Zones of Regulation there is also a behaviour levels criteria system which acts as a guide to manage dysregulated behaviour so staff can be consistent with their approach.

One of the tasks of Gloucester House is to promote self-reflection on both positive and dysregulated behaviours. Restorative approaches and scope for reparation are crucial to make positive changes with behaviour.

### Step 1 - Positive redirection and reminders

Before giving reminders to pupils, the team use positive redirection and ensure there has been clarity about expectations through their communication.

If this is not successful and the pupil is ignoring staff's instruction, examples of good practice are:

- Give a reminder and repeat instruction
- Give a second reminder and repeat instruction
- Give a last reminder and repeat instruction
- At this point there are several options, and all staff must be mindful of individual pupil's PHPs to support their management of the situation

### Some Strategies:

1. PI (Planned Ignoring) – ignoring low level disruptive behaviour, to minimise reinforcement of disruptive attention seeking, focusing instead on reinforcing the positive behaviour of others with attention and encouragement.
2. RT Reflection time which is managed by staff to support reflection of something that has happened and gives the opportunity to repair and move on.
3. Staff can use trauma informed strategies relating to being playful, curious and to show compassion and empathy (PACE). This will be shown in their communication style; staff may say 'I'm curious why you are saying that to me, are you feeling xyz?' or 'Saying that hurts my feelings and has made me feel xyz.' Staff may also say 'You have hurt my colleague, I am not ready to work with you as this is not ok.' This shows the pupils clearly about how their behaviour impacts on others.
4. Removal from class/time out (see details later)
5. No shop that week if there is damage to property.
6. Work out of class on a 1:1 (Recovery Time)
7. Call a class meeting.
8. Call a whole unit meeting - Meeting with pupils and staff.

### What happens at playtime if pupils have consequences?

Pupils may be asked to reflect on something negative they have done over a breaktime.

This can include the following:

- Behaviour reflection
- "I Time" with another pupil or staff member
- Discussion/meeting
- Completion of work
- Say sorry (repair)
- Write a letter or card.
- Taking some calming, reflective time with a timer, colouring or other mindful strategy.

### Behaviours that will result in consequences:

The following behaviours usually result in consequences at playtime, reflection during play for morning play or half of play at lunch play:

- Hitting or hurting another pupil/Staff
- Spitting
- Biting
- Throwing furniture

- Racism/homophobic/misogynistic/sexist/transphobic language (see protected characteristics)
- Persistent refusal to keep within health & safety rules of Gloucester House
- Absconding (pupils will not be followed but parents/carers informed, followed by indoor play - (meeting with senior staff))
- Dangerous climbing
- Damage to property
- Bullying
- Persistent disruption of teaching & learning
- Verbal abuse where reminders have had no impact.
- Sexualised language and behaviour

The adult running consequences will decide if a pupil has completed their consequence and can return to class or have play.

At Gloucester House we value and respect differences. We have a behavioural response to tackling racism that is a stepped approach. Please see the appendices for the planned steps to tackle this.

Sexualised behaviour and language are tackled in a similar way to all behaviours. We have to think about the impact of this on staff and pupil wellbeing. (There is a difference between sexualised behaviour and harmful sexualised behaviour. The latter is dealt with using the school's safeguarding processes and each occurrence of this is managed to increase pupil safety and decrease risk.) For this, there will be a warning, and if there is no change, staff will support this by verbal de-escalation and moving to a separate space. The parent/carer would be notified. As well as the usual behavioural expectation, the pupil would have a repair with staff or pupils as a consequence of this behaviour.

We have friendly Police officers who come each term and give talks on any prevalent behaviour at the time. This is to remind pupils of the law and the impact of these behaviours when they are used in public spaces.

## Step 2 Time Out of Class/Reflection Time:

Time out of class is a decision made by the class teacher in consultation with other staff members, and the pupil. Pupils may need time out or recovery time as a result of a difficult incident and/or due to disruption to the class group.

It can range from a period of a session to a morning, lunchtime or afternoon. This may also happen during a playtime. It provides the pupil with time out or a space to reflect on an incident, make reparation, to think about how to re-join the class or to catch up on work.

The teacher in consultation with the pupil and PSW decides if the pupil is ready and able to re-join the class. (The pupil should not re-join the class until a conversation between the class teacher and the member of staff supervising the recovery time has taken place).

There are lots of different ways to reflect and there are some examples in the appendices.

### Step 3 Recovery time:

Sometimes, following an incident or crisis, a pupil may not be able to regulate, be safe with their body, or kind with their words. They may have already had reflection time but need more support to recover, reflect and put things right.

At Gloucester House, this may involve Recovery Time on the same or following day, and/or a Start Soft approach to help the pupil re-engage with learning in a supported, reflective way. Both processes prioritise regulation, reflection and repair, rather than punishment.

#### Process:

- Parent/carer is informed if their child will be having a recovery time or soft start.
- The pupil spends time out of class in a designated space, ranging from part of a session to a morning, lunchtime or afternoon.
- The process is best supported by an adult who was not directly involved in the incident, following a clear handover so they understand what happened and the purpose of the Recovery Time.

#### Recovery Time Checklist:

Pupils are supported to complete a Recovery Time checklist, helping them to understand and acknowledge why they are there and what steps they need to take to repair relationships and move forward.

#### Tasks may include:

- Regulating (“recovering”) following a difficult interaction or incident.
- Thinking of any ‘iTimes’ or ‘sorrys’ they need to do.
- Completing a comic strip or behaviour reflection to record what happened and how they felt.
- Completing work missed or new work set.
- Restoring damage to property or cleaning up any mess.
- Making a card or writing a note for other pupils or staff involved.
- Thinking about how to re-enter the classroom and re-engage with the group positively.
- Considering what they can do differently in future or what helps them to regulate.

Tasks can be completed in any order. If a pupil is still in a heightened (“red” or “yellow”) state, they may need to start with a practical or regulating task — such as a short piece of work, mindful colouring, or a physical task like tidying up — depending on their individual needs and their Positive Handling Plan (PHP). These activities help pupils move from *alarm brain* to *thinking brain*, enabling meaningful reflection and repair.

### Start Soft:

Start Soft is a planned, supported re-entry process that takes place the following day after a significant incident or period of Recovery Time. It provides additional time and space for the pupil to reflect, reconnect with staff, and prepare for full reintegration into class. This can be facilitated face to face, online or by telephone.

#### This process usually includes:

- A short meeting between the pupil, staff and parent/carer to review the incident and agree next steps.

- Time in a designated space at the start of the day to settle, complete reflective or restorative tasks, and prepare for learning.
- A gradual re-entry to class, supported by staff as needed.

The focus of Start Soft is reintegration and reflection — helping pupils to return to learning calmly, rebuild relationships and re-engage successfully with their class community.

## Suspensions:

Guidelines for suspensions:

- Suspensions are the statutory responsibility of the head teacher. As the school is a multi-disciplinary service these decisions are made in collaboration with care coordinators/members of Senior Leadership Team (SLT).
- Suspensions are accompanied by an official school suspension letter sent to parents. In cases where parents are separated but both have responsibility for their pupil, a letter will be sent to both parents.
- Work is provided for the period the pupil is not in Gloucester House.
- A re-entry meeting takes place with the parents/carers and staff from the school before the pupil returns to class. The pupil is expected to bring their work to this meeting.
- Pupils may need to do community service if property has been damaged.
- Parents/carers are informed by telephone or in person before the letter is sent.
- Wherever possible alternatives such as home education, a pupil being brought in by a Parent/Carer must be considered. It is also helpful to involve parents/carers in a dialogue about the appropriate next step after a very serious incident.
- This gives time for the pupil to reflect on their behaviour.
- This sets a boundary for behaviours that are beyond what is tolerable in Gloucester House.
- If a pupil is receiving therapy on the day they are suspended; it is expected that the therapy sessions would continue and this will be discussed and managed through communication with parents.

The following behaviours may result in a suspension:

- Serious assaults on staff or other pupils.
- Serious damage to property.
- Absconding.
- Serious verbal abuse including in relation to the protected characteristics enshrined in law.
- Abuse towards other pupils.
- Bullying.
- Persistent behaviours.
- Using weapons to hurt or try and hurt staff and pupils.

In addition to this, it may be decided by SLT and the whole staff team that an 'internal suspension' is warranted. These are for those incidents that don't or may meet threshold for an external suspension, but the SLT and staff team make the decision on which one is most appropriate. This relates to the presenting behaviours where the pupil may be putting themselves or others at risk or harm if the pupil was to remain in class.

Guidelines for internal suspensions:

- Parents/carers are informed about the internal suspension the evening before the internal suspension takes place.
- The pupil is in a separate space for a day with a member of staff where possible, who would not usually be with them to set out the seriousness of this. It may be that 2:1 staffing is considered.
- The pupil has separate breaks, playtimes and lunchbreaks without the other pupils, and they are escorted to use the bathroom.
- Work is provided for the pupil to complete with a target sheet.
- The pupil is expected to reflect upon the reasons why they are in a separate space and make the necessary repairs with the staff and pupils who have been affected.
- This sets a boundary for behaviours that are beyond what is tolerable in Gloucester House.
- A decision will be made with the pupil and parent/carer will be informed of the next steps which could include an external suspension, another internal suspension or return to class.

## Home Learning:

At Gloucester House, home learning is only used in exceptional circumstances where a pupil is demonstrating extreme or unsafe behaviours that present a significant risk to themselves or others. This may take the form of a reduced timetable or, in rare cases, a period of full-time home learning. The purpose of this approach is to allow the school time to review the pupil's risk assessment, update their Positive Handling Plan, and meet with the wider professional network to agree next steps and ensure a safe and supportive return to school. During any period of home learning, pupils remain on roll and continue to receive appropriate learning activities and pastoral support. The decision to implement or continue home learning is regularly reviewed, with the clear intention of reintegrating the pupil back into school as soon as it is safe and appropriate to do so.

## Process for Monitoring this Policy:

Incidents are reported and reviewed, and information is fed back to parents/carers and care coordinators through the education staff team. This information may also be shared with therapists and any other agencies involved.

Staff through regular evaluation, systemised and otherwise, reflect on, challenge and encourage pupils to develop an understanding of their own behaviour.

We also address issues around behaviour, emotions and social skills through a tailored PSHCE curriculum for pupils with emotional, social and mental health difficulties.

The SLT and the steering group is responsible for the overview, monitoring and reviewing of this policy. They also have responsibility to ensure that relevant people and documents are consulted and referred to in the process of formulating and implementing the policy.

## Associated Documents

This policy works alongside the following documents and relevant policies outlined below:

## Links to other policies and procedures

- [Safeguarding policy/KCSIE](#)
- [Prevention and tackling of bullying.](#)
- [Physical care, containment and restraint reduction](#)
- [Online safety](#)
- Special Education Need (SEN) & Policy & Procedures for Annual Reviews
- [Health and Safety Procedure \(local\)](#)
- Attendance (for pupils) Policy
- Teaching & Learning/Curriculum Policy
- Assessment, Recording & Reporting Policy
- [Personal, Social and Health Education \(PSHCE\) Policy](#)
- Equal Opportunities Policy (Trust-wide) Policy
- Positive Handling Plan
- Gloucester House Reduced or Offsite Educational Procedure

## Glossary of Key Terms – Gloucester House Behaviour Policy

**This glossary defines key terms used throughout the Behaviour Policy to support shared understanding among staff, parents and carers.**

**ACES (Adverse Childhood Experiences):** Potentially traumatic events in a pupil's early life — such as abuse, neglect or household dysfunction — which can impact emotional development, behaviour and wellbeing.

**Behaviour as Communication:** The understanding that behaviour expresses an underlying need, emotion or difficulty, especially for pupils who may find it hard to express themselves with words.

**Care Coordinator:** A member of staff who oversees a pupil's support plan, liaises with families and external professionals, and ensures consistent communication across education and clinical teams.

**iTime / Sorrys:** Time set aside for a pupil to make amends after an incident. This may involve writing a note, having a restorative conversation or taking another agreed action to repair relationships.

**Learning from Experience:** A reflective staff meeting following a significant incident, used to share learning and strengthen consistency in approaches across the school.

**Multidisciplinary Team:** The group of professionals at Gloucester House — including education, clinical and therapeutic staff — who work together to meet each pupil's academic, social and emotional needs.

**PACE:** This is a strategy relating to trauma informed practice where staff explore difficult feelings that the pupil may have, rather than being punitive and shutting these down. This is all part of the therapeutic milieu in the school.

**Parent Bring In (PBI):** When a parent or carer supports their pupil's reintegration following an incident by attending a short meeting at school the next morning.

**PHP (Positive Handling Plan):** An individual plan outlining agreed strategies and approaches to help keep a pupil and others safe during times of dysregulation, including any Team Teach interventions if needed.

**PSHE (Personal, Social, Health and Economic Education):** A curriculum area that teaches pupils about relationships, health, emotions, decision-making and citizenship.

**PSW (Pupil Support Worker):** A member of staff who works closely with pupils to support their emotional regulation, behaviour and learning throughout the school day.

**SEND (Special Educational Needs and Disabilities):** A term describing pupils who require additional or different support to access education, including those with SEMH, communication or sensory needs.

**SEMH (Social, Emotional and Mental Health):** A type of special educational need describing pupils who experience significant challenges in managing emotions, relationships or behaviour.

**Sensory Regulation / Sensory Profile:** Ways of helping a pupil manage how their body responds to sensory input (such as sound, touch, movement or light). A sensory profile identifies what helps a pupil stay calm and focused.

**Team Teach:** A framework used across Gloucester House to promote positive behaviour and safely manage challenging situations through de-escalation, communication and, where required, safe physical intervention.

**Therapeutic Milieu:** The overall universal therapeutic environment of Gloucester House — where routines, relationships and interactions are structured to promote safety, reflection and emotional growth.

**Therapeutic / Relational Approach:** An approach that prioritises relationships, emotional safety and understanding of underlying need, rather than focusing solely on behaviour.

## Appendix 1

### Uniform parameters:

- There is an expectation that pupils will wear a uniform sweatshirt and/or polo shirt. They can wear plain polo t-shirts under a school sweatshirt if they wish.
- That pupils/parents have free choice about trousers/skirts. (the skirts have to be a suitable length to support privacy and dignity)
- That parents/carers will support the uniform expectation.
- That pupils will be warned and a note on their target sheet if uniform isn't worn and a phone call home after the third day.
- During an integration to another school decisions will be made about appropriate dress on a case-by-case basis.
- Pupils will not be allowed to join school trips if not wearing uniform.

The purchase of additional uniform items can be arranged via the school office or alternatively purchased by the parents/carers themselves (information on how they can do this is given during the admissions process).

## Appendix 2

## Social story:



## Appendix 3:

### Reflection Sheet Examples

### Behaviour Reflection (written)

Name:

Date:



1. Think back to what happened. What did I do?

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2. Why do I need to reflect on what happened?

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3. What is my side of the story?



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4. What can I do to put things right?



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Name:

Date:

When?



Where?



Who?



What?



First



Next

Feelings?



What Next?



Comic Strip Reflection



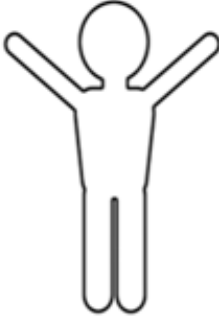
What was happening before? *I noticed...*

The situation – can you describe your understanding of what happened? Can you name the *action or behaviour*?

**Thoughts**

*I think...*

**Physical Sensations**



**Emotions - I feel...**

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Missing Somebody	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Playful Excited Loss of Some Control	Mad/Angrry Scared Yelling/Whining Stunned Out of Control

**What's next?**  
I want...  
I am happier when...

## Appendix 4

### I time

Appendix 6 - ~~Time~~



## I Time



*What was happening before?*

**I noticed that....**

*Thoughts about what happened:*

**I think....**

*Emotions or feelings in your body:*

**I feel...**

*What's next:*

**I want...**

**I am happier when...**

**Thank you for listening.**

## Appendix 5

### Recovery Time checklist:

Name: \_\_\_\_\_

Check in	
I am feeling:	I need:



Reflection	
Behaviour Reflection (written)	
Behaviour Reflection (verbal)	
Comic Strip conversation	

Work to do	
Catching up	
New work	




Repairing and Restoring	
<del>Time</del>	
Cards	
Cleaning	
Fixing	

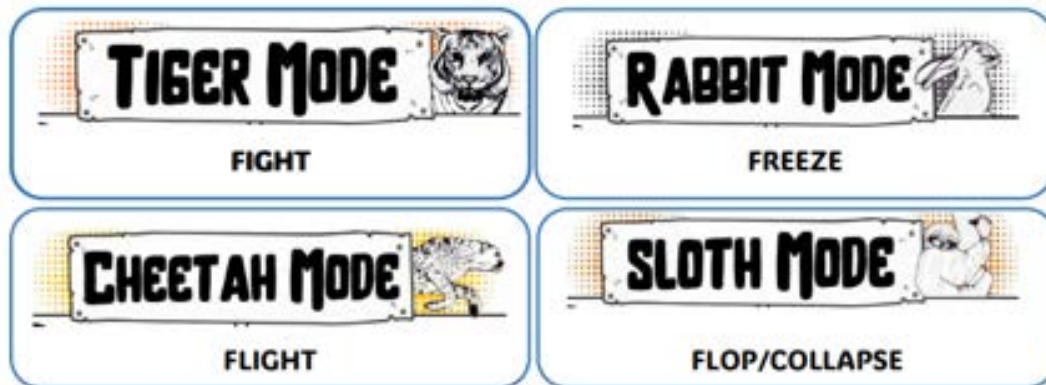
Let's do this one step at a time:		
Task	Who is supporting me with this	Tick when complete







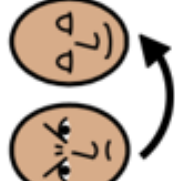








Appendix 6:

Prompts to support checking:

## The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
			
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control



 <p>Toilet</p>	 <p>ear defenders</p>	 <p>body sock</p>	 <p>quiet time alone</p>	 <p>frozen fruit or ice</p>
 <p>Movement break</p>	 <h1>Regulation Strategies</h1>			 <p>Yoga ball</p>
 <p>sensory toy</p>				 <p>bubbles</p>
 <p>hug</p>	 <p>talk</p>	 <p>breathing</p>	 <p>sensory room</p>	 <p>bean bag</p>

## Appendix 7:

### How to tackle racism



## EDI Respect and Valuing differences

Gloucester House School



<p>Step 1- Prewarning</p>	<p>Acknowledge the pupil's feelings – (fear / worry / anger / confusion / excitement)</p> <p>"I can see that you are using these words because you might be feeling _____. Those words are discriminatory."</p> <p>"If you keep using this language, it will be a warning."</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>- Move pupil away if the language is targeted</li> <li>- Reflect and repair with staff / pupil</li> </ul>
<p>Step 2- Pupil uses discriminatory language again</p>	<p>Acknowledge the pupil's feelings – (fear / worry / anger / confusion / excitement)</p> <p>"I can see that you are using these words because you might be feeling _____."</p> <p><u>This</u> is your first reminder/warning that this language is discriminatory."</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>- Move pupil away if the language is targeted</li> <li>- Reflect and repair with staff / pupil</li> </ul>
<p>Step 3- Discriminatory language continues to be heard towards staff/pupils for two more occasions</p>	<p>Pupil given 2 more warnings</p> <p>Reflection during break/no outside time at that moment</p> <p>Repairs with staff/pupils</p>
<p>Step 4- Parent phone call</p>	<p>Staff and pupil speak with parents about the language used and reflect about the impact.</p>
	<p>Pupil is able to spend the rest of the time using no discriminatory language.</p>



<p>Step 5- More racist and discriminatory language heard Towards staff/pupils. <u>Parent</u> bring in next day</p>	<p>No more warnings given by staff.                  Phone call home again to let parents know of parent bring in the next day.                  Staff let SLT know as this is <u>happening</u> <b>not</b> at the end of the day.   <u>Parent</u> bring in with pupil and staff to discuss continued use of racist and discriminatory language. Reflection and repair for pupils and staff affected.</p>
	<p>Pupil <u>unable to</u> spend the rest of the time using no discriminatory language.</p>
<p>Or:</p>	<p>Pupil continues to use racist and discriminatory language to staff/pupils.                  SLT informed as soon as possible. Letter given to parents/carers</p>
<p>Step 6- Suspension the next day</p>	<p>Suspension with work home</p>
<p>Step 7- <u>Parent</u> bring in the next day</p>	<p><u>Parent</u> bring in with pupil. Pupil has soft start.                  Reflection/repairs with staff and pupils affected.                  Reminded of proactive strategy of using less language will result in doing something longer that they like/trip out (<u>discussed</u> with SLT)</p>

\*At the end of the day the pupil with the least reminders has a choice of something they enjoy to do the next day.

## Appendix 8- internal suspension flow chart

