Behaviour Management Policy

Ethos Statement

TAO Independent School believes that all behaviour is a form of communication. Our Behaviour Management Policy is grounded in trauma-informed practice, restorative justice, and a commitment to positive relationships.

Principles

This policy ensures a safe, inclusive, and supportive learning environment that meets the needs of all students, particularly those who have experienced adverse childhood experiences (ACEs).

The policy links directly with the Behaviour in Schools: Advice for Headteachers and School Staff (DfE, updated February 2024), Keeping Children Safe in Education (KCSIE) 2026, The Equality Act 2010 and The United Nations Convention on the Rights of the Child (UNCRC).

Designated Roles & Responsibilities

Senior Leadership Team Responsibilities

- Ensure policy compliance with statutory guidance and best practice.
- Provide ongoing training and supervision to staff.
- Ensure behaviour interventions are non-punitive and trauma informed.
- Monitor the impact of behaviour management strategies.

Designated Safeguarding Leads (DSLs & DDSLs)

- DSL: the Headteacher (headteacher@taoeducationgroup.co.uk), in line with the Safeguarding & Child Protection Policy.
- DDSL: the SENDCo (SENDCo@taoeducationgroup.co.uk).
- Proprietor: Daniel Giblin (07737188117), holding strategic and governance oversight of, and accountability for, safeguarding and behaviour across TAO.

Responsibilities include:

- Ensuring behaviour concerns linked to safeguarding are managed appropriately.
- Liaising with external agencies (e.g., CAMHS, social services).

- Ensuring that behaviour incidents that raise safeguarding concerns are reported.

In line with KCSIE 2026, all behaviour incidents that raise safeguarding concerns (including online harm, peer-on-peer abuse, or inappropriate use of technology) are escalated to the DSL.

In line with KCSIE 2026, child-on-child abuse also explicitly includes harassment and violence as standalone categories. Any concern that a pupil is carrying, using, or intends to use a weapon must be reported to the DSL or a Deputy DSL immediately for risk assessment.

This policy should be read alongside the TAO Safeguarding & Child Protection Policy and Staff Code of Conduct to ensure a joined-up safeguarding approach.

Behaviour Leads:
The Headteacher (operational lead)
Daniel Giblin, Proprietor (strategic oversight)

Responsibilities include:

- Leading restorative approaches and de-escalation strategies.
- Supporting staff in implementing trauma-informed behaviour support plans.
- Analysing behaviour trends and adapting interventions accordingly.

Trauma-Informed & Restorative Approach

Key Principles:

- **Behaviour is communication;** we respond with compassion and empathy.
- **No punitive measures;** we use relational, restorative approaches.
- **Emotional regulation over control;** we teach self-regulation rather than enforce compliance.
- **Consistency and predictability;** we create a safe, structured environment.

Our behaviour framework is overseen by therapeutic staff and clinical advisors, ensuring interventions are trauma-informed and rooted in pupil need. ADHD coaching principles and wellbeing-led practice underpin how we support pupils to self-regulate, rather than punish or isolate. Behaviour support at TAO is embedded within the curriculum and Schemes of Work, particularly within PSHE, RSHE, therapeutic provision and outdoor education. Behavioural regulation, emotional literacy and social communication skills are explicitly taught, practised and assessed through curriculum activities, ensuring behaviour support is proactive, developmental and aligned with learning.

Expectations for Behaviour

Our provision operates on three core principles:

1. **Respect:** We treat others with kindness and fairness.
2. **Responsibility:** We take ownership of our actions.
3. **Safety:** We keep ourselves and others safe.

This includes safe and appropriate use of technology. Pupils must follow the TAO Mobile Phone & Smart Device Policy. Unauthorised use of phones, smart watches, trackers, or covert devices is a breach of this Behaviour Policy.

Restorative Justice Approach

We use restorative practices instead of punitive consequences, including:

- Restorative Conversation: Addressing harm and rebuilding trust.
- Restorative Circles: Facilitating group discussions to resolve conflicts.
- Collaborative Solutions: Encouraging students to take accountability.

De-Escalation & Crisis Management

TAO Independent School does not use restrictive physical intervention as a behaviour management strategy. Physical intervention may only be used as a last resort where safety is compromised. The school prioritises preventative, trauma-informed and relational approaches at all times. De-escalation, co-regulation, and environmental adjustments remain our primary response to dysregulation.

However, in line with statutory guidance on the use of reasonable force, staff may use reasonable and proportionate physical intervention as a last resort where it is necessary to:

• Prevent a pupil from injuring themselves
• Prevent a pupil from injuring others
• Prevent serious damage to property
• Prevent serious disruption where there is an immediate risk of harm

Where foreseeable risk indicates that physical intervention may be required, appropriately trained staff will normally lead any intervention. Nothing in this policy prevents a member of staff using reasonable and proportionate force where immediately necessary to prevent harm.

Physical intervention will only be used where preventative and de-escalation strategies have been unsuccessful, are inappropriate in the circumstances, or there is an immediate risk requiring intervention.

Any intervention will:

- Use the minimum force necessary for the shortest possible time
- Be proportionate to the level of risk presented
- Be recorded in detail on the incident reporting system
- Be reviewed by the DSL and reported to the Proprietor
- Be communicated to parents/carers on the same day

Physical intervention is never used as a punishment, to enforce compliance, or as a substitute for therapeutic support.

Unstructured times such as lunch and breaks are managed in line with the TAO Supervision Policy to ensure consistent expectations for safety, respect, and positive behaviour across all contexts.

Serious Incidents & Temporary Removal

TAO does not operate a punitive consequence or sanction system. Where behaviour poses a significant risk to the safety or wellbeing of any pupil or staff member, TAO may use an adjusted timetable, off-site placement or suspension as a proportionate response. Any adjusted timetable will be individually planned, time-limited, regularly reviewed and implemented in accordance with statutory requirements and the pupil's EHCP where applicable. Any such measure is time-limited, formally recorded, reviewed by senior leadership, and implemented in line with statutory guidance. Informal or unrecorded exclusions are not used. Any removal from learning is recorded (incident form), reviewed by the senior leadership, and followed by a restorative meeting before reintegration. Permanent exclusion would only be considered as a last resort, in line with statutory guidance, when all relational and therapeutic interventions have been exhausted. Any suspension or removal from learning is implemented in line with statutory guidance and is subject to review, documentation and safeguarding oversight.

Monitoring, Recording & Data Analysis

Behaviour is tracked and reviewed to ensure interventions are effective.

Behaviour data is logged on the digital tracking system and reviewed weekly by the Headteacher and SLT. Trends are analysed termly to identify triggers, inform staff CPD, and update individual support plans. Summary data informs annual self-evaluation and the Headteacher's report to the Proprietor. Behaviour data is triangulated with

attendance, assessment for learning, and curriculum engagement data to inform individual support plans, therapeutic interventions and next steps in learning.

Working with Families & External Agencies

We work collaboratively with parents, carers, and professionals to support students. Where behaviour concerns intersect with safeguarding thresholds, procedures are followed in line with the Safeguarding Policy.

Best Practice Guidelines

Building Positive Relationships

Example: If a student is disengaged, instead of saying, *'Why aren't you listening?'*, a staff member should say: *'You seem distracted. Is there something I can help with?'*, while also noting the positive behaviour of other pupils.

Using Positive Language

Example: Instead of saying, *'Don't shout!'*, say: *'Let's try using a calmer voice so we can all hear each other.'*

Policy Review & Continuous Improvement

- Annual review by senior leadership, behaviour leads, and staff.
- Regular feedback from students and families to refine approaches.
- Appropriate ongoing professional development in trauma-informed and restorative practice according to role and identified need.

Conclusion

This policy ensures a highly compliant, trauma-informed, and restorative approach to behaviour management, creating a safe, respectful, and supportive learning environment for all students.

This Behaviour Management Policy operates as part of TAO's integrated curriculum, safeguarding, assessment and therapeutic framework, ensuring behaviour support is consistent, lawful and developmentally appropriate.

This policy should be read alongside the Safeguarding Policy, Supervision Policy, Health & Safety Policy, and Staff Code of Conduct.

Legal & Statutory Framework

This policy has been developed with reference to the following legislation and guidance:

- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, updated February 2024)
- Education (Independent School Standards) Regulations 2014 (as amended) – Part 3
- Equality Act 2010
- KCSIE 2026
- SEND Code of Practice (2015)
- United Nations Convention on the Rights of the Child (UNCRC)

Version Updates

Version	Date	Author	Review / Changes	Approved By
1.0	01/10/2025	Daniel Giblin	Published	Headteacher / Proprietor
2.0	26/08/2026	Daniel Giblin	DSL/DDSL roles corrected to Headteacher/SENDCo in line with the Safeguarding Policy (named former staff removed); Behaviour Lead role split into Headteacher (operational) and Proprietor (strategic), per instruction; governing-body reference corrected; Legal Framework citations verified and corrected; a broken sentence in Serious Incidents repaired; proofread.	Headteacher / Proprietor