

The Guild Hall School

Promoting Positive Behaviour and Relationships Policy 2026 – 2028



Reference:	GS Behaviour V001 August26
Reviewed by:	Sariena Watkins
Review Date:	10.08.2026
Date of next review:	September 2028



1. Legal Status

This policy is written with regard to:

- The Education (Independent School Standards) Regulations 2014
- Independent School Standards Guidance (2019) and supports compliance with ISS Part 1 and Part 3.
- Equality Act 2010
- Education Act 2011
- Children and Families Act 2014
- Behaviour in Schools (DfE 2024)
- Behaviour and Discipline in Schools (DfE 2016)
- Positive Environments Where Children Can Flourish (Ofsted 2021)
- Restrictive interventions, including the use of reasonable force, in schools (effective from 1 April 2026)
- Searching, Screening and Confiscation (DfE 2022)
- Keeping Children Safe in Education (KCSIE 2026)
- Ofsted Education Inspection Framework (2026)
- Local Area SEND Inspection Framework (2023)

2. Applies To

This policy applies to:

- all staff
- all pupils
- parents/carers
- Bayleaf Residential Support Workers
- visitors and external professionals
- all on-site and off-site activities

3. Purpose

The purpose of this policy is to:

- promote positive behaviour through trauma-informed, relational practice
- create predictable, emotionally safe environments
- support pupils to understand and regulate their emotions
- reduce restrictive practices
- strengthen relationships across the school community
- ensure behaviour expectations are inclusive, developmentally appropriate and SEND-specific
- uphold dignity, belonging and safety for every pupil

4. Policy Statement

The Guild Hall School is a specialist SEND and SEMH provision. We recognise that behaviour is communication and is shaped by trauma, neurodiversity, emotional development and lived experience.

We are committed to:

- relational safety
- trauma-informed practice
- therapeutic support
- predictable routines
- unconditional positive regard
- least-restrictive intervention
- high expectations understood through individual needs
- inclusive, non-punitive approaches
- strong partnerships with families and professionals



Behaviour, relationships and safeguarding are inseparable. All behaviour concerns are considered through a safeguarding lens in line with KCSIE 2025.

5. Scope

This policy covers:

- behaviour expectations
- relational practice
- emotional regulation
- de-escalation
- restrictive physical intervention
- searching, screening and confiscation
- behaviour outside school
- staff conduct
- pupil voice
- parental partnership
- clinical and therapeutic support
- recording and reporting

6. Principles

Our behaviour culture is guided by:

PACE

Playfulness, Acceptance, Curiosity, Empathy.

Connection Before Correction

Relationships first, regulation before reasoning.

Trauma-Informed Practice

Safety, predictability, attunement, co-regulation.

Developmental Approach

Responding to developmental age, not chronological age.

Unconditional Positive Regard

Seeing the child behind the behaviour.

Least Restrictive Practice

Intervening only when necessary to maintain safety.

Consistency

Clear routines, predictable responses, shared language.

Inclusion

Behaviour expectations are adapted for SEND, SEMH, sensory and communication needs.

7. Our Values: Curiosity, Courage and Community

At The Guild Hall School, our behaviour culture is shaped by our three core values — Curiosity, Courage and Community. These values underpin every interaction, every relationship and every response to behaviour. They ensure that our trauma informed, needs led approach is consistent, compassionate and rooted in dignity.



Curiosity – Courage - Community

We believe in providing trauma-informed, therapeutic care. Where children and young people feel safe, valued and understood. We nurture Trust, emotional growth and resilience compassionate, consistent and relationship-led support.

C = *Curiosity and a bias for action fuel our innovation.*

A = *Accountability to those we serve help us deliver results.*

R = *Respect and Integrity are demonstrated in our actions.*

E = *Engaged and passionate employees define our company.*

Value	How it is embedded in School
Curiosity	We approach behaviour with curiosity, not judgement. Curiosity allows staff to wonder about the child's inner experience — their feelings, fears, sensory needs, communication differences and past experiences. By being curious, we avoid assumptions and instead seek to understand what the behaviour is communicating. Curiosity fuels empathy, strengthens relationships and supports pupils to feel seen, understood and safe. Curiosity helps us to: • explore the meaning behind behaviour • recognise hidden needs • respond developmentally, not punitively • build trust through attuned, reflective practice • use PACE to connect before correcting
Courage	Courage is central to our relational practice. Our pupils show courage every day — by attending school, trusting adults, trying new experiences, regulating emotions, repairing relationships and learning to communicate their needs. Courage means doing the right thing, even when it is difficult. It means staying relational, staying regulated and staying connected. Staff show courage by: • responding calmly during dysregulation • stepping towards pupils when behaviour is challenging • maintaining boundaries with kindness • using least-restrictive practice even when situations feel intense • reflecting honestly on their own responses • advocating for pupils' needs
Community	Community is the foundation of our behaviour culture. We create a school environment where every pupil feels they belong — where relationships are safe, predictable and consistent, and where behaviour is understood through a shared trauma-informed lens. In our community, behaviour is everyone's responsibility — and everyone's opportunity to grow.



	Community is strengthened by: • collaborative problem-solving • restorative conversations • shared language (PACE, Zones of Regulation) • predictable routines • inclusive communication approaches • partnership with families, RSWs and professionals • celebrating difference and neurodiversity
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8. Statutory Requirements

The Guild Hall School meets its duties by:

- delivering a behaviour curriculum
- maintaining individual Behaviour Support Plans
- completing behaviour-related risk assessments
- recording incidents accurately
- analysing patterns of behaviour
- providing CPI-trained staff
- ensuring safe searching and screening
- reporting safeguarding concerns immediately
- reducing restrictive practices
- ensuring staff receive ongoing training
- aligning behaviour practice with EHCP outcomes

9. Trauma-Informed Practice

We recognise that trauma impacts:

- emotional regulation
- executive functioning
- relationships
- communication
- sensory processing

We respond with:

- attunement
- co-regulation
- predictable routines
- calm adult presence
- sensory-safe environments
- reflective practice
- non-shaming approaches

10. Roles & Responsibilities

Behaviour Lead (Pastoral Lead)

- oversees behaviour culture
- monitors patterns and trends
- ensures staff training
- leads restraint reduction
- quality-assures Behaviour Support Plans
- liaises with clinical team



CPI Lead

- ensures safe practice
- monitors restrictive interventions
- leads de-escalation training

Clinical Team

- provides therapeutic guidance
- supports staff through consultation
- contributes to behaviour planning

SLT

- sets culture
- ensures consistency
- supports staff wellbeing

Staff

- model expected behaviour
- regulate themselves
- use PACE
- follow Behaviour Support Plans
- report concerns promptly

Pupils

- contribute to school culture
- engage in behaviour curriculum
- participate in behaviour planning

Parents/Carers

- work in partnership
- reinforce consistent approaches
- attend reviews

RSWs

- support cared-for pupils
- provide handovers
- contribute to EHCP evidence

11. Creating an Inclusive Community

We ensure:

- clear expectations
- consistent boundaries
- total communication approach
- sensory-safe spaces
- predictable routines
- personalised timetables
- visual supports
- calm, welcoming environments



12. Individual Behaviour Support Plans

Each pupil has:

- baseline behaviours
- escalation indicators
- triggers
- preferred regulation strategies
- staff responses
- pupil voice
- risk assessment
- Plans are reviewed termly or sooner if needs change.

13. Responding to Distress

Staff respond:

- Empathically
- Predictably
- Promptly
- Calmly
- with co-regulation
- with safety first
- Safeguarding concerns are reported immediately to the DSL.

14. Natural & Logical Consequences

We use:

- restorative conversations
- collaborative problem-solving
- natural consequences
- logical consequences linked to behaviour

We do not use:

- detentions
- removal of earned rewards
- punitive sanctions
- Traffic light systems
- Points removal sanctions
- shame-based approaches

15. De-Escalation

We use:

- calm tone
- neutral body language
- minimal verbal input
- positive framing
- sensory regulation
- preferred regulation activities
- environmental changes
- visual supports
- co-regulation



We do not use:

- “why are you doing that?”
- Threats
- shame

16. Restrictive Physical Intervention

We are committed to restraint reduction. Restrictive intervention is:

- last resort
- reasonable
- proportionate
- least restrictive
- shortest duration
- CPI-aligned
- monitored and reviewed

17. Searching, Screening & Confiscation

Searching is:

- trauma-informed
- sensory-safe
- communication-supported
- respectful
- adapted for SEND

Items essential for regulation (e.g., fidget toys) are not removed unless unsafe.

18. Behaviour Outside School

We respond to behaviour:

- on transport
- in the community
- during trips
- online
- in line with safeguarding and DfE guidance.

19. Recording & Reporting

We record:

- incidents
- restrictive practices
- de-escalation
- patterns of concern
- pupil voice
- staff reflections
- SLT monitors trends weekly.

20. Staff Wellbeing

Staff wellbeing is supported through:

- Supervision
- reflective practice
- clinical consultation
- debriefing



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- training
 - safe staffing ratios

21. Complaints

Behaviour-related complaints follow the school's Complaints Policy. Parents/carers and pupils can raise concerns safely and respectfully.

22. Safeguarding Links

Behaviour and safeguarding are inseparable. All concerns are reported to the DSL immediately.

23. Closing Statement

The Guild Hall School is committed to creating a safe, inclusive and relational environment where every pupil can thrive. Through trauma-informed practice, therapeutic support, strong relationships and high expectations understood through individual needs, we ensure pupils receive the dignity, safety and care they deserve.

This policy is reviewed bi-annually or sooner if legislation, guidance or pupil needs change.