Kaleidoscope

Kaleidoscope School: Behaviour Management Policy

WE BELIEVE YOU CAN

Date issued: October 2025
Date to be reviewed: October 2026

Policy Summary

At Kaleidoscope School, behaviour is understood as communication. We respond with connection, curiosity, and clear boundaries. This policy integrates statutory compliance with practical, trauma-informed strategies and examples to guide staff in daily practice.

Legal Framework and Compliance

This policy aligns with:

- Education and Inspections Act 2006

- Equality Act 2010

- Independent School Standards Regulations 2014

- Keeping Children Safe in Education

All staff are trained to embed these duties into relational practice, safeguarding, and inclusive behaviour support.

Vision and Ethos

We aim to create a safe, nurturing environment where every child feels valued. Behaviour is viewed through a relational lens, and staff model empathy, patience, and respect. Boundaries are held with compassion to support emotional safety and high expectations.

Principles of Nurture

Our approach is guided by the principles of nurture:

- Children learn best in a safe, predictable environment.

- Behaviour is communication.

- Emotional needs are met through attuned relationships.

- Language supports emotional understanding.

- Connections precede compliance

Creating a Nurturing Environment

Classrooms and shared spaces are designed to promote calm and belonging. Features include:

- Visual supports

- Regulation areas

- Predictable routines

- Soft lighting and sensory-friendly materials

Staff anticipate stress points and offer support proactively.

Understanding Behaviour and Consequences

There is always a reason behind behaviour - often an unmet need or emotional response. Forced consequences rarely lead to long-term change. Instead, we:

- Identify the root cause

- Support emotional regulation

- Teach strategies for future situations

Example: If a child hits out, we explore whether they feel unsafe, frustrated, or need sensory input. We then teach them how to express these needs safely.

Natural and Logical Consequences

Consequences are:

- Proportionate

- Linked to behaviour

- Delivered calmly and relationally

Example Script:

"You're important and we want to make sure you're safe. Right now, it's not safe to go on the walk because you're struggling to follow instructions. Let's do something else together."

We avoid public shaming (e.g., raincloud charts) and instead use restorative conversations to preserve dignity and promote learning.

Relational Response Framework

Our four-stage framework:

1. **Regulate** – Reduce demand and support emotional safety.

2. **Relate** – Connect and acknowledge feelings.

3. **Reason** – Explore what happened and what support is needed.

4. **Repair** – Restore trust and agree on next steps.

Exclusion Guidance

Exclusion is rare and only used to maintain safety. It is not a punishment but a protective measure.

Exclusion may be necessary if:

- A child is abusive and cannot be redirected

- A child is unsafe and poses ongoing risk

Length of exclusion: Determined by time needed to create a safety plan.

Use of Physical Intervention

Used only as a last resort to prevent harm. Staff are trained in CPI and must adhere to this training. All incidents are recorded and reviewed with pupil voice included.

Recording, Monitoring and Reporting

We maintain accurate records to:

- Identify patterns

- Plan proactive support

- Ensure accountability

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Safeguarding and wellbeing are central to all reporting.

Working with Families and Agencies

We work in partnership with families and external professionals. Communication is proactive, respectful, and collaborative.

Staff Training and Support

Staff receive regular training in:

- Trauma-informed practice

- Regulation strategies

- Restorative approaches

Reflective supervision supports consistency and emotional capacity.

Implementation Across the Day

Relational practice is embedded from arrival to departure:

- Warm greetings and check-ins

- Calm communication during lessons

- Supported transitions

- Relational playtimes

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- Connection-focused end-of-day routines

Mini Scenarios

Classroom Dysregulation

A pupil throws a book. Staff respond calmly, reduce environmental pressure, and support regulation before engaging in a restorative conversation.

Playground Conflict

Two pupils push each other. Staff separate them gently, support regulation, and facilitate a restorative conversation.

Sensory Discomfort Example

Meghan struggles to sit on a scratchy carpet. Instead of punishment, staff explore her sensory needs and offer alternative seating, validating her experience.

Appendix A – Key Staff Language

- "I can see this is hard right now. I'm going to stay close."

- "Let's work this out together."

- "You're safe."

- "We can figure this out."

Appendix B – Phrases to Avoid

❌ "Calm down!" → ✅ "I can help you feel safe."

❌ "Make better choices." → ✅ "Let's figure out what support will help."

❌ "What's wrong with you?" → ✅ "What happened?" or "What do you need?"

Appendix C – Beechfield Education Ltd Behaviour Strategy regarding the use of ABA.

Beechfield Education Ltd is committed to a child-centered approach across all schools and services. Behaviour is communication, and understanding the needs behind behaviour is essential.

Neurodivergent children (e.g., ADHD, Autism, Dyslexia) face additional pressures navigating a neurotypical world, increasing their risk of poor mental health. Therapies such as ABA (Applied Behaviour Analysis) can be harmful, focusing on compliance over understanding.

Why ABA is problematic:

- It invalidates feelings

- Encourages compliance over communication

- Can lead to long-term trauma

Recognising ABA:

- Using rewards/punishments to change behaviour without addressing emotional needs

- Forcing eye contact or suppressing stimming

- Using Now and Next schedules to coerce rather than support

Non-ABA Strategies:

- Ensure strategies are child-centered and justifiable

- Identify the reason behind behaviour through observation and collaboration

- Avoid coercion; empower children to express needs safely

Staff Responsibility:

Staff must reflect on their practice and challenge ABA-like strategies. Concerns should be discussed with colleagues or escalated to SLT or Directors. Conscious use of ABA may lead to disciplinary action.

Behaviour support is about empowering children—not controlling them—to flourish in their own way within society.