



The Nest



Kaleidoscope

Kaleidoscope School: Behaviour Management Policy

Approved by:

Date: September 2026

Last reviewed on:

Next review due by:

September 2027

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.

This policy should be read in conjunction with our Use of Restrictive Interventions Policy (Including CPI Safety Intervention strategies, reasonable force and seclusion), which provides detailed guidance on when and how physical interventions may be used.

Legal Framework and Compliance

This policy aligns with:

- Education and Inspections Act 2006 (including Section 93 and Section 93A relating to reasonable force)
- Education Act 1996 (Section 550ZA and Section 550ZB)
- Equality Act 2010
- Independent School Standards Regulations 2014 (as amended by The Education (Independent School Standards) Regulations 2014 2026 updates)
- Keeping Children Safe in Education (statutory guidance)
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 (effective 1 April 2026)
- Department for Education guidance on restrictive interventions (2025)
- Health and Safety at Work etc. Act 1974 and associated regulations
- Human Rights Act 1998

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 (voluntary safe spaces where pupils are free to leave)
- Predictable routines
- Soft lighting and sensory-friendly materials

Staff anticipate stress points and offer support proactively.

Safe Spaces and Regulation Areas

We provide voluntary safe spaces and regulation areas where pupils can go to self-regulate and feel calm. These are designed to support emotional wellbeing and are **not** seclusion as pupils are free to leave at any time.

Seclusion is distinctly different - it is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. Seclusion is only used as a last resort when a pupil is experiencing high levels of emotional or behavioural dysregulation and poses a risk of harm to themselves or others.

For full guidance on the use of seclusion, including when it may be used, safeguards, recording and reporting requirements, please refer to our **Use of Restrictive Interventions Policy (Including CPI Safety Intervention strategies, reasonable force and seclusion)**.

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

This framework aligns with the CPI Safety Intervention approach used across Beechfield Education Ltd. For detailed guidance on how staff should respond at each stage of crisis behaviour, including the CPI four-stage framework (Anxiety-Supportive, Defensive-Directive, Risk behaviour-Safety interventions, Tension reduction-Therapeutic rapport), please refer to our **Use of Restrictive Interventions Policy**.

Suspension and Exclusion

Suspension (temporary removal from school) or permanent exclusion is rare and only used to maintain safety when all other behaviour support strategies have been exhausted. It is not a punishment but a protective measure.

Suspension may be necessary if:

- A child's behaviour poses a serious and immediate risk to their own safety or the safety of others
- All other behaviour support strategies, including those outlined in this policy and our Use of Restrictive Interventions Policy, have been tried and proven insufficient
- The child cannot be safely supported in school at that time

Length of suspension: Determined by the time needed to:

- Create a comprehensive safety plan

- Put additional support measures in place
- Work with families and external agencies to address underlying needs
- Ensure the child can be safely reintegrated into school

All decisions regarding suspension and exclusion will be made by the headteacher/head of school in accordance with DfE statutory guidance on exclusions and our school's exclusions policy.

Important distinction: Suspension/exclusion involves sending a child home. This is different from **seclusion**, which involves confining a pupil to a space within school. For guidance on the use of seclusion, please refer to our **Use of Restrictive Interventions Policy**.

Use of Physical Intervention and Restrictive Interventions

Physical intervention, reasonable force, and other restrictive interventions are used only as a last resort to prevent harm to the pupil or others. They are never used as a punishment or threat.

All staff are trained in **CPI Safety Intervention strategies** and must adhere to this training. Staff understand that:

- Restrictive interventions should only be used when necessary, reasonable and proportionate
- The least restrictive intervention should be used for the shortest time possible
- Prevention and de-escalation strategies should always be attempted first
- The safety, wellbeing and dignity of pupils must be maintained at all times

Our approach uses the CPI four-stage framework:

1. **Anxiety - Supportive:** Staff use non-verbal and paraverbal communication to support pupils showing early signs of anxiety
2. **Defensive - Directive:** Staff use limit setting and empathetic listening when pupils show defensive behaviours
3. **Risk behaviour - Safety interventions:** Physical intervention is used only when necessary for safety, maintaining Care, Welfare, Safety and Security
4. **Tension reduction - Therapeutic rapport:** Staff support pupils to re-establish calm and repair relationships using the COPING MODEL

For full details on:

- When and how restrictive interventions may be used
- Acceptable and unacceptable uses of force
- The CPI four-stage framework and specific de-escalation strategies
- Considerations for pupils with SEND
- Recording, reporting and post-incident support requirements (including the use of BIF forms)
- Staff roles and responsibilities
- Risk assessments and training requirements

Please refer to our Use of Restrictive Interventions Policy (Including CPI Safety Intervention strategies, reasonable force and seclusion).

All incidents involving physical intervention, reasonable force, restraint or seclusion are recorded using a **BIF (Behaviour Incident Form)** on the same day the incident occurs and reviewed with pupil voice included, in line with our Restrictive Interventions Policy and statutory requirements effective from 1 April 2026.

Recording, Monitoring and Reporting

We maintain accurate records to:

- Identify patterns and trends in behaviour
- Plan proactive support and interventions
- Ensure accountability and transparency
- Inform risk assessments and behaviour support plans
- Meet statutory requirements

Safeguarding and wellbeing are central to all reporting.

Statutory Recording Requirements (from 1 April 2026):

All incidents involving:

- Significant use of force
- Restraint
- Seclusion

Must be recorded using a **BIF (Behaviour Incident Form)** on the same day the incident occurs (or as soon as reasonably practicable). Records must include:

- Date, time and location of the incident
- Names of staff and pupils involved
- Description of the incident, including what led to it
- Description of the intervention used and its duration
- Any injuries sustained by pupils or staff (with body map diagrams where applicable and entries in the First Aid book)
- Pupil voice - the pupil's account of what happened and how they felt
- Any immediate actions taken and follow-up support provided
- Signature of the staff member completing the form

Reporting to Parents/Carers:

The Designated Safeguarding Lead (or headteacher/head of school) will inform parents/carers of any incident involving restraint, significant use of force, or seclusion on the same day it occurs (or as soon as reasonably practicable).

In cases where informing a parent/carer would put the child at risk of significant harm, the local authority will be contacted for advice.

Monitoring:

The headteacher/head of school reviews all BIF records at least termly to:

- Identify patterns, trends and repeat incidents
- Ensure responses are appropriate and proportionate
- Identify any disproportionate use relating to pupils with SEND or protected characteristics
- Confirm staff are receiving adequate support and supervision
- Identify where changes to practice, training or support may be needed

The managing directors receive regular reports on the use of restrictive interventions and challenge school leaders to ensure best practice.

For full details on recording, reporting and monitoring requirements, see our Use of Restrictive Interventions Policy.

Working with Families and Agencies

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

Following any incident involving restrictive interventions, we will:

- Contact parents/carers on the same day (where safe to do so)
- Provide a clear account of what happened
- Explain the support provided to their child
- Discuss any follow-up actions or changes to support plans
- Listen to and address any concerns

Staff Training and Support

All staff receive regular training in:

- **Trauma-informed practice** - understanding how trauma affects behaviour and development
- **Regulation strategies** - supporting pupils to manage their emotions
- **Restorative approaches** - repairing relationships and promoting learning from incidents
- **CPI Safety Intervention Foundation training**, including:
 - The four-stage CPI framework (Anxiety-Supportive, Defensive-Directive, Risk behaviour-Safety interventions, Tension reduction-Therapeutic rapport)

- Understanding and developing team intervention strategies
- Using the decision-making matrix to ensure responses are proportionate to the level of risk
- Recognising the importance of staff attitudes and professionalism
- Prevention and de-escalation strategies appropriate to each behaviour level
- Understanding behaviour as communication
- Trauma-informed practice specific to crisis situations
- SEND-specific considerations
- Lawful and safe restrictive intervention techniques (Holding Skills as a safe, non-harmful way of temporarily taking control to aid calming down)
- The COPING MODEL for post-crisis management (Support and Learning)
- Recording, reporting and post-incident review requirements
- How to manage and regulate their own behaviour to maintain a calm, consistent and caring approach

Staff who are likely to need to use restrictive interventions receive enhanced training and regular refresher courses to ensure competence and confidence.

Staff Wellbeing and Support:

Reflective supervision supports consistency and emotional capacity. Staff wellbeing is prioritised, and debriefing is provided following any significant incident.

Following any incident involving restrictive interventions, staff will:

- Receive immediate support and a welfare check
- Participate in a debrief to reflect on what happened and why
- Have access to additional support if needed
- Be involved in reviewing and improving practice

For full details on training requirements and staff support, see our Use of Restrictive Interventions Policy.

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
- 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.

Staff use the CPI Anxiety-Supportive stage strategies, being mindful of their non-verbal communication and tone of voice to help the pupil feel safe.

Playground Conflict

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

Staff use the Defensive-Directive stage strategies, giving simple instructions and using empathetic listening to understand what happened and what each pupil needs.

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."
- "I'm here to help you feel safe."
- "What do you need right now?"
- "Let's take a moment together."
- "I can see you're struggling. How can I help?"

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.

Links with Other Policies

This policy should be read in conjunction with:

- **Use of Restrictive Interventions Policy (Including CPI Safety Intervention strategies, reasonable force and seclusion)** - for detailed guidance on when and how physical interventions may be used
- **Child Protection and Safeguarding Policy** - for safeguarding procedures and reporting concerns
- **Exclusions Policy** - for procedures relating to suspension and permanent exclusion
- **SEND Policy** - for support strategies for pupils with special educational needs and disabilities
- **Anti-Bullying Policy** - for specific guidance on preventing and responding to bullying

- **Health and Safety Policy** - for risk assessments and reporting of injuries
- **Equality Policy** - for our duties under the Equality Act 2010