

THE CREDO SCHOOL

Behaviour and Relationship Policy

Version 1

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Abbreviation /Acronym	Definition
SEMH	Social, Emotional and Mental Health
SENDCo	Special Educational Needs and Disabilities Coordinator
SEND	Special Educational Needs and Disabilities
EHCP	Education, Health and Care Plan
DfE	Department for Education
ADHD	Attention Deficit Hyperactivity Disorder
PACE	Playfulness, Acceptance, Curiosity, Empathy
CPOMS	Child Protection Online Management System
UK	United Kingdom
YONDR	Brand name for a secure phone-locking pouch system

This Policy is for The Credo School.

Introduction

At our school, we are committed to fostering a safe, nurturing, and inclusive environment that supports the Social, Emotional, and Mental Health (SEMH) of all our students. Our SEMH focused Behaviour and Relationship Policy is trauma-informed and aligned with our core values: Aspiration, Knowledge, Kindness

We recognise that every behaviour has consequences, both positive and negative, and our approach is centred on understanding, responding to, and supporting the individual needs of each student. Our Behaviour and Relationship Policy is rooted in a trauma-informed framework, underpinned by the Team Teach key philosophy that emphasises it is better to predict and prevent rather than find and fix. We understand that behaviour is a form of communication, and our approach prioritises safety, empathy, and proactive intervention.

Aims

- To develop a moral framework within which initiative, responsibility and good relationships can flourish.
- To enable students to develop a sense of worth, respect and tolerance for others.
- To create an environment in which students feel stimulated, safe, secure and respected.
- To ensure responses to challenging behaviour are proportionate, trauma-informed, and aligned with our emphasis on de-escalation and preserving the dignity and safety of all involved.

Rationale

The Credo School aims to provide a safe, secure and stimulating environment creating a climate of good behaviour for learning where the following principles underpin the strategies for behaviour in Meliora and Consilium:

- Deliver a high quality and relevant education that meets the needs of the individual.
- Apply positive practices and procedures to create a caring atmosphere in which students learn, and teachers work effectively in an environment where there is co-operation, excellence in teaching, active participation in learning, and aspirations to do well
- Through our school curriculum, teach our values and attitudes as well as knowledge and skills to promote responsible behaviour, self-discipline and foster, in students, a respect for themselves, for other people and their property
- Recognise patterns of behaviour through thorough recording and analysis and provide appropriate interventions to support behavioural change
- Promote good behaviour by using a range of strategies based on positive reinforcement and by providing a range of rewards for students of all ages and abilities

- Ensure that there is consistency, clarity and fairness when dealing with incidents of inappropriate behaviour
- Share our values with our school community to develop support and consistency
- Have the same expectations of good behaviour for all members of our school community.
- Our strategies align with the Team Teach model, emphasising early recognition of distress and proactive responses to prevent escalation.

Roles and Responsibilities

Staff

- **Create a Safe Environment:** Ensure classrooms are safe and welcoming spaces where students feel valued and respected.
- **Professional Development:** Engage in ongoing training on trauma-informed practices and SEMH strategies.
- **Positive Relationships:** Build strong, trusting relationships with students, understanding their individual backgrounds and needs.
- **Consistent Implementation:** Apply this and other policies consistently, using restorative practices and positive behaviour support.
- **Monitoring and Support:** Identify and support students displaying SEMH needs, working closely with the SENDCo and pastoral staff.
- **Employ Team Teach techniques** to de-escalate situations effectively. Training will focus on proportionate responses and reflective practice.

Parents and Carers

- **Partnership:** Collaborate with the school to support their child's SEMH development, sharing relevant information that may impact their well-being.
- **Communication:** Maintain open lines of communication with school staff, attending meetings and participating in discussions about their child's progress and needs.
- **Reinforcement at Home:** Reinforce the school's values at home, providing consistent message and support structure.
- Parents and carers are encouraged to align with the school's trauma-informed practices, emphasising empathy, open communication, and restorative strategies.

Senior Leaders

- **Policy Development:** Lead the creation, implementation, and regular review of the Behaviour and Relationship Policy.
- **Resource Allocation:** Ensure adequate resources are allocated for SEMH and behaviour support, including staff training and student services.

- **Staff Support:** Provide support and supervision to staff, promoting their well-being and capacity to implement trauma-informed practices.
- **Data Monitoring:** Monitor behaviour data to identify trends, making data-driven decisions to improve SEMH and behaviour provision.

Governors

- **Oversight and Accountability:** Provide oversight to ensure the behaviour policy is effectively implemented and aligned with the school's values and goals.
- **Policy Review:** Participate in the regular review and updating of the policy, ensuring it remains relevant and effective.
- **Community Engagement:** Engage with the wider community to support SEMH and behaviour initiatives and promote understanding of trauma-informed practices.

Behaviour Strategies and the Teaching of Good Behaviour (Appendix 1)

PACE (Dan Hughes Model)

It is recognised that good behaviour needs to be modelled and taught. We embed the PACE (Play, Acceptance, Curiosity, Empathy) approach originated by Hughes in order to support a child's social engagement system. The development of positive student/staff relationships along with effective teaching which recognises individual needs, encourages children to behave in appropriate and less challenging ways.

Staff use a range of strategies which allow students to learn how to manage their emotions more effectively without disrupting the learning of others. These strategies may include:

- Time alone in another part of the classroom
- Time out of class with a known adult supporting
- Behaviour or Teaching Assistant intervention
- Use of a calm/sensory box or a sensory room
- Use of time away on a movement break
- Use of a calm room

To model appropriate behaviour in unstructured time, teaching and support staff play games and encourage the children to play and interact appropriately with their peers. Staff will always supervise children during lunch and breaks and a rota for this is in place. This establishes strong relationships between students and staff, providing secure attachments and key adult figures.

The provision staff will use appropriate communication strategies, and foster environments where students feel heard, respected, and supported. This includes adapting tone, body language, and communication style to de-escalate anxiety and foster engagement.

Trauma-Informed Approaches

- **Understanding Trauma:** Recognise that many behaviours' stem from past trauma. Staff are trained to understand the signs of trauma and respond appropriately.
- **Targeted Interventions:** Delivered as either planned or Ad Hoc by appropriately trained staff
- **Building Resilience:** Foster resilience by providing students with skills to cope with adversity, through mentoring and targeted interventions.
- **Restorative Practices:** Use restorative approaches to address conflicts and behavioural issues, focusing on repairing harm and restoring relationships.
- **Safe Spaces:** Create designated safe spaces where students can go to calm down and receive support when feeling overwhelmed.

Staff will apply understanding of how trauma and stress influence behaviour, tailoring interventions to meet individual needs while reducing triggers and building resilience.

Behaviour Interventions

- **Restorative Conversations:** Engage students in conversations to reflect on their behaviour, understand its impact, and discuss ways to make amends. (Appendix 2)
- **Support Plans:** Develop individual behaviour support plans for students exhibiting challenging behaviours, involving parents and relevant staff.
- **Logical Consequences:** Apply logical consequences that are directly related to the behaviour, ensuring they are fair and aim to teach rather than punish.
- **Behavioural Interventions:** Implement targeted interventions for students requiring additional support, such as counselling or mentoring and in line with their EHCP.
- **Every interaction is an intervention:** Staff will use layered responses in line with Team Teach to address behaviours at different levels of crisis:
- **Anxiety:** Employ supportive strategies, such as empathetic listening and non-threatening body language.
- **Defensive:** Use directive techniques like limit-setting, offering choices, and maintaining focus on safety.
- **Risk Behaviour:** Assess risk severity, prioritising verbal and environmental de-escalation before considering restrictive interventions.

Expectations

Students and staff are to be very clear about expectations of student behaviour throughout the day.

It is expected that students will:

- Attend punctually every day
- Wear The Credo school uniform
- Leave personal possessions at home
- Hand mobile phones in or use a Yondr pouch
- Walk when moving around the school
- Be in the right place
- Behave appropriately while on the way to and from school
- No smoking and vaping contraband on the premises

School Rules on Respect

General Respect

1. **Respect for All Individuals:** Treat everyone - students, teachers, staff, and visitors – with kindness, dignity, and consideration.
2. **Polite Communication:** Use polite and positive language at all times. Avoid hurtful words, insults, and offensive gestures.
3. **Active Listening:** Listen attentively when others are speaking. Do not interrupt or talk over someone.
4. **Empathy and Understanding:** Show empathy towards others' feelings and situations. Offer support and understanding to those in need.

Respect for Property

1. **Care for School Property:** Treat all school property, including classrooms, equipment, and materials, with care. Report any damage immediately.
2. **Personal Belongings:** Respect others' belongings. Do not take or use something that does not belong to you without permission.

Respect for Learning

1. **Punctuality:** Arrive on time for school and lessons. Respect others' time by being prompt.
2. **Preparedness:** Come to school with anything needed and agreed on.
3. **Focus on Learning:** Participate actively in class and avoid behaviours that disrupt the learning process.
4. **Movement Breaks:** Recognise the importance of movement breaks. Use designated times and areas for physical activity to help maintain focus and well-being.

Respect for Diversity

1. **Embrace Diversity:** Celebrate and respect the diverse backgrounds, cultures, and perspectives within the school community.
2. **No Discrimination:** Do not engage in or tolerate any form of discrimination, including racism, sexism, and other forms of prejudice.

Respect for Social and Emotional Well-being

1. **Mental Health Awareness:** Acknowledge and respect the mental health needs of yourself and others. Seek help from an emotionally available adult when needed.
2. **Emotional Regulation:** Practice techniques for emotional regulation and support peers in managing their emotions in a healthy manner.
3. **Safe Spaces:** Utilise designated safe spaces for cooling down or seeking emotional support when feeling overwhelmed for example the calm room or the sensory space.

Respect for Personal Space

1. **No Physical Contact:** Keep hands to yourself. Avoid physical contact with others to respect personal space and boundaries.
2. **Follow School Policies:** Adhere to all school policies and procedures. Respect the authority of teachers and staff.
3. **Accept Responsibility:** Take responsibility for your actions and understand the consequences of your behaviour.

Respect for the Environment

1. **Cleanliness:** Keep the school environment clean. Dispose of rubbish properly and take care of communal spaces, both indoor and outdoor.

Respect for Safety

1. **Safe Behaviour:** Engage in safe and responsible behaviour. Avoid actions that could harm yourself or others.
2. **Report Concerns:** Report any safety concerns, bullying, or suspicious behaviour to a trusted adult immediately.

Consequences of Behaviour

All behaviours, positive and negative, have consequences. Our approach is designed to be fair, consistent, and supportive, ensuring students understand the impact of their actions and learn from their experiences. Consequences will reflect our emphasis on logical and restorative approaches, prioritising teaching and relationship repair over punitive measures.

Consequences of Positive Behaviours

We regularly celebrate the success of all students in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos. We celebrate these successes in many ways including:

- **Recognition and Rewards:** Acknowledge and celebrate positive behaviours through praise, House points, Trips, and privileges.
- **Progress Reports:** Highlight students' achievements in progress reports

Consequences for undesirable behaviours

At The Credo School, we recognise that all behaviour is a form of communication and that undesirable behaviours often stem from unmet needs, trauma, or external factors. Our response to such behaviours focuses on safety, empathy, and fostering positive change, rather than punitive measures.

Our approach to consequences is rooted in the following core principles:

1. **Logical and Proportional Responses:** Consequences are directly related to the behaviour, ensuring they are fair, reasonable, and educational. The aim is to help students understand the impact of their actions and develop self-regulation skills.
2. **Restorative Practices:** We prioritise repairing harm and restoring relationships through restorative conversations and agreed-upon actions, fostering accountability and mutual respect.
3. **Prevention Over Reaction:** We emphasise proactive and preventative strategies, using early intervention and de-escalation techniques to reduce the likelihood of challenging behaviours.
4. **Trauma-Informed Lens:** Staff consider each student's unique context, including their trauma history and emotional triggers, to respond with empathy and understanding.

Implementation of Consequences

1. Verbal Interventions:

- Provide clear, calm, and supportive communication to address the behaviour.
- Use limit-setting techniques, such as offering choices and redirecting focus to positive behaviours.

2. Restorative Conversations:

- Engage the student in discussions to reflect on their behaviour, its impact on others, and how to make amends.
- Focus on understanding the underlying causes of the behaviour and collaboratively planning future strategies.

3. Logical Consequences:

- Apply consequences that relate directly to the behaviour. For example:
 - If a student is out of class, they may be expected to complete work at home or during break time.

- Damage to property may involve repairing or replacing the item as part of a restorative plan.

4. Support Plans:

- Develop individualised behaviour support plans for students exhibiting persistent or significant challenges, incorporating input from staff, parents, and the student.
- Use these plans to outline preventive measures, coping strategies, and tailored interventions.

5. Time Away for Regulation:

- Provide opportunities for students to step away from the situation to self-regulate in a safe and supportive environment.
- Use calm spaces or sensory areas where students can de-escalate and process their emotions.

6. Collaborative Problem-Solving:

- Work with the student to identify triggers and collaboratively create solutions to prevent recurrence.

7. Last-Resort Measures:

- In situations where behaviour poses an immediate safety risk, staff will assess the severity using the Team Teach holistic toolkit approach. Responses will prioritise verbal and environmental de-escalation, with restrictive interventions used only as a last resort.

Accountability and Communication

- Consequences are consistently reinforced through clear communication with students and families.
- Incidents and interventions are documented to ensure transparency and to identify patterns requiring further support. This will be through the appropriate recording system, including Arbor, Team Teach bound book and CPOMs
- Staff are trained in reflective practices to ensure responses align with Team Teach's holistic approach

Building Skills for the Future

The ultimate goal of addressing undesirable behaviours is to help students develop the skills to:

- Recognise the impact of their actions.
- Use constructive strategies to express their needs.
- Build and maintain positive relationships within the school community.

Through this approach, we aim to create a supportive and safe environment where every student can thrive and grow.

Internal and External Exclusions/Suspensions

At The Credo School, suspensions are used only as a last resort when other interventions and strategies have been exhausted or when an incident poses a significant risk to the safety and well-being of the school community. Suspensions aim to provide a structured response to severe behaviour while ensuring time for reflection and planning to support future success.

Internal Exclusions:

- Internal exclusions involve the temporary removal of a student from their usual classroom environment to a designated area within the school.
- They are used as an immediate response to disruptive or unsafe behaviours that require the student to reflect away from their peers while maintaining access to support and learning.
- Staff will engage the student in restorative conversations and plan reintegration strategies to ensure a smooth return to regular lessons.

External Suspensions:

- External suspensions are implemented for more severe incidents, such as those involving violence, significant disruption, or breaches of school safety.
- They are temporary, with a clear focus on reintegration and continued educational support during the exclusion period. The school will collaborate with parents and carers to develop a reintegration plan and a meeting with parents will always be required before the student is readmitted.

Legal Requirements:

- The Credo school, within Birchwood Community High School adheres to UK government statutory guidance on exclusions, ensuring all decisions are fair, lawful, and proportionate.
- The Headteacher is responsible for determining exclusions, following the guidance outlined in the Department for Education's (DfE) "Exclusion from maintained schools, academies, and pupil referral units in England" (2023).
- Parents and carers are informed promptly, and students have the opportunity to present their perspective during the process.
- Fixed-term exclusions are documented and reported to the local authority, and permanent exclusions are considered only in the most serious circumstances, following a thorough investigation and consultation with the governing body.

Through these processes, we aim to balance accountability and support, ensuring that exclusions serve as an opportunity for reflection, learning, and positive behavioural change.

Appendix 1- Classroom Management Toolkit

Strategy	What it is	How it works	Why it works
Clear and Predictable Routines	Establishing a consistent daily schedule to reduce uncertainty.	Display a visual timetable and verbally prepare students for any changes to the routine in advance.	Predictability provides a sense of safety and helps students with trauma or Neurodiversity feel more secure.
Visual Supports	Using visual cues such as charts, icons, or task boards to guide behaviour and tasks.	Use visuals to show steps for completing tasks, expected behaviours, or emotional regulation strategies.	Provides clarity and reduces cognitive overload, particularly for students who struggle with verbal instructions.
Emotion Regulation Tools	Teaching students to recognise and manage their emotions	Use strategies like emotion charts, feelings thermometers, or mindfulness exercises to help students identify and express emotions constructively.	Builds emotional awareness and self-regulation skills, especially important for students with trauma or SEMH needs.
Movement Breaks	Allowing students short, structured physical activity breaks.	Incorporate activities like stretching, walking, or sensory exercises into the day.	Helps ADHD students manage restlessness and supports overall focus and self-regulation.
Zones of Regulation	A framework to teach self-regulation by categorising emotions into four zones.	Students learn to identify their emotional state (e.g., green for calm, red for anger) and use tools to move to the green zone	Encourages self-awareness and provides practical strategies to manage emotions.
Trauma informed practice	Recognising and responding to the effects of trauma in a sensitive and supportive way.	Use calm tones, avoid punitive responses, and provide safe spaces for de-escalation.	Builds trust and ensures the classroom feels safe for students with trauma histories
Flexible Seating	Offering various seating options like wobble stools, standing desks, or floor cushions.	Let students choose a seating option that supports their focus and comfort.	Reduces restlessness for ADHD students and gives all students a sense of control.
De-Escalation Techniques	Calming strategies to prevent and manage challenging behaviours.	Use low, slow, and calming tones; avoid power struggles; and give students space and time to cool down- Change of face to be tried	Helps students feel heard and supported, particularly during heightened emotional states.
Break Cards	A non-verbal way for students to indicate they need a break.	Provide students with cards they can use to leave the classroom or take a sensory break without needing to ask verbally.	Gives students autonomy and prevents emotional escalation.
Co-Regulation Strategies	Adults modelling calm and regulated behaviour to help dysregulated students.	Remain calm, use soothing body language, and guide students through calming techniques like deep breathing or grounding exercises.	Students with SEMH needs often rely on adults to help regulate their emotions.

Restorative Conversations	A collaborative approach to resolving conflicts and repairing relationships	Hold calm, guided discussions where students reflect on their actions, share their feelings, and work on solutions.	Promotes accountability and empathy while avoiding punitive measures.
Sensory Tools	Providing sensory supports such as fidget toys, noise-cancelling headphones, or weighted items.	Allow students to use these tools to self-soothe and stay focused.	Reduces sensory overload and provides calming inputs for students with ADHD or sensory processing challenges.
Chunking Tasks	Breaking tasks into smaller, manageable steps.	Provide instructions one step at a time or use checklists to help students stay on track.	Reduces overwhelm and helps students with ADHD or processing difficulties succeed.
Strength-Based Approach	Focusing on students' strengths rather than their challenges.	Highlight what students do well, integrate their interests into lessons, and build confidence by celebrating small successes	Boosts self-esteem and helps students feel valued, which is especially important for those with SEMH needs.
Calm Room or Regulation Spaces	A designated area where students can go to calm down and regulate their emotions.	Equip the area with sensory tools, calming visuals, and emotion management strategies.	Offers a safe space for students to self-regulate without feeling punished
Collaborative Problem Solving	Working together with students to address challenging behaviours	Engage students in discussions about what's causing their behaviour and brainstorm solutions together.	Empowers students and helps them develop problem-solving skills.
Clear Transitions	Structured and predictable routines for transitioning between activities.	Use countdowns, timers, or verbal prompts to prepare students for changes.	Reduces anxiety and helps students with ADHD or trauma stay focused.
Relationship Building	Prioritising strong, positive connections with students.	Spend time getting to know each student's interests, strengths, and challenges, and check in regularly.	Students with SEMH or trauma are more likely to thrive when they feel cared for and understood.
Reflective Journaling	Encouraging students to process emotions and experiences through writing or drawing.	Provide time and prompts for students to express their thoughts and feelings privately	Helps students with trauma or SEMH needs process emotions in a safe way.
Low Arousal Approach	Maintaining a calm and non-confrontational classroom atmosphere.	Avoid raising your voice, minimise sensory input during tense moments, and create a soothing environment	Prevents escalation and supports students who are sensitive to overstimulation or conflict.

Appendix 2: Behavioural Expectations and Consequences Matrix

Overview

This matrix outlines the expected behaviours for students at The Credo School, the positive reinforcements for meeting these expectations, and the logical consequences for undesirable behaviours. The aim is to provide clarity and consistency in behaviour management, ensuring that all students understand the impact of their actions and are supported in making positive choices.

Area	Expected Behaviour	Positive Reinforcement	Logical consequences for undesirable behaviour
Attendance	Attend every day and be punctual	Attendance certificates House Points	Meeting with parents Attendance improvement plan Make up time work sent home for repeated lateness and absence
Uniform	Wear the full correct uniform daily	Uniform awards House points	Contact with parents Provision of correct uniform if needed
Classroom behaviour	Participate actively in class, complete work and respect the learning process	Praise from staff House points Class rewards	Verbal warnings Time out Parental meetings Behaviour reflection task
Respect for others	Treat all individuals with kindness, dignity and consideration	Peer recognition awards House points Praise calls home	Restorative conversation Apology letter Mediation
Respect for property	Care for school property and others' property	Praise from staff House points Class rewards	Restorative action (e.g. repairing damage) Loss of privileges Financial payback*
Mobile phones	Hand in mobile phones or use yondr pouch	Participation in trips	Removal from trips Parental meetings
Movement and safety	Move safely around school, follow safety rules and respect personal space	Praise from staff House points	Verbal warnings Time out Parental meetings Behaviour reflection task
Emotional regulation	Use techniques for managing emotions and seek support when needed	Praise from staff House points Praise calls home	Time in the calm room Changes to support plan

*Financial payback – Part of wilful damage policy