



The Evolution and Henslow School **Behaviour Management Overview**

The Evolution and Henslow School is committed to a therapeutic ethos which requires us to consider learners' historical experiences/trauma when making sense of their behaviours and to consider behaviour as a form of communication. None the less the school community also need to understand that disruptive and risky behaviours must always be minimised if young people are to feel safe and to allow effective learning. In responding to behaviour, the school team should seek to balance these needs, always with a child centred focus.

Level 1 Behaviour	Level 1 Response Options	Where to record information
<ul style="list-style-type: none"> • Lateness to lesson • Refusal to wear school uniform • Calling/shouting out • Occasional disruption of other's learning • Low level rudeness • One off swearing outburst • Minor damage to school stationery/items • Handling other's property without permission • Briefly absenting from lessons • Briefly disturbing others' learning 	<ul style="list-style-type: none"> • Staff to use RTI de-escalation techniques; provide reminders of appropriate behaviour and reasons why current behaviour is not acceptable • Staff to use appropriate natural consequences for behaviour which help students develop understanding and reduce likelihood of the behaviour re-occurring • Discuss loss of engagement points • Reflect on consequences, ask for an apology or other appropriate reparation • Student could be returned home to get correct uniform • Suggest space for a short period with support of an adult for co-regulation • Give guidance around behaviours that would be helpful/acceptable and praise positive behaviours towards these 	<p>No specific record required but where useful discuss and share responses with supporting adults. Behaviour is likely to have impacted on engagement score given on daily report.</p>
Level 2 Behaviour	Level 2 Response Options	Where to record information
<ul style="list-style-type: none"> • Persistent Level 1 behaviours • Verbal abuse/bullying/intimidation towards learners/staff • Deliberate destruction of equipment/property • Threatening behaviour • Verbal bullying • Leaving the school site without agreement • Throwing items with intent (but no harm caused) 	<ul style="list-style-type: none"> • Any of responses for level 1 shown above to include reflection on successes if previously used • Staff to use RTI techniques, continue to attempt de-escalation, use SAFER • Make expectations clear, use direction • Request Head/Deputy Head or behaviour lead intervention • Use "space" for learner to ensure the safety of others, this may involve removing the class/audience. • Reflective discussion • Report back/discuss with parent/carer or manager • Record damage to property and follow up if reparation needed • Remove privileges/social time (if a natural consequence of the behaviour) • Provide work that has been missed in class to be completed for homework • Organise a peer meeting to resolve bullying issues, include further education around issues. • Consider writing a BSP to support improvements • Request in school support from care manager. • Discuss with therapists or in Brew and Chew to gain further insight/guidance. 	<p>Level 2 behaviour issues should be recorded by logging them in CPoms.</p>

Level 3 Behaviour – Notifiable incident	Level 3 Response Options	Where to record information
<ul style="list-style-type: none"> • Persistent serious behaviour at all previous levels which causes severe, ongoing disruption. • Action causing physical harm to learner, peers, self and/or staff • Carrying a weapon or implement likely to be used as such. • Incident ending in the need for staff to physically intervene to maintain the safety of staff and students or to prevent significant damage to property. • Any behaviour involving violence or physical harm. 	<ul style="list-style-type: none"> • Any of the responses from levels 1 and 2 as appropriate and in line with RTI training. • Physical intervention in line with RTI training. • Possible suspension to provide planning time and re-consider risk. • Reflective therapeutic work • Arrange urgent meeting with significant others. • Consider calling early Annual Review of EHCP if needs are not being met • Alternative programme of activities, change venue for education, consider response home options where appropriate. • Urgently discuss with therapists and/or in Brew and Chew to gain further insight/guidance. • Request regular in school support from care manager. 	<p>Level 3 behaviour issues must be recorded by writing a notifiable incident and recording it on a CPoms log.</p>

<i>Last Reviewed</i>	<i>September 2025</i>
<i>Next Review Due</i>	<i>As required but at least annually, September 2026</i>
<i>Reviewed by</i>	<i>Head Teacher</i>