



Market Field College

Our Expectations

Resilient Punctual

Ready

Equipped

Prepared Attitude

Our Expectations

Honesty Empathy

Respectful

Learning

Kind Patient

Our Expectations

Awareness
Environment

Safe

Following Instructions

Listening Attitude

Behaviour Policy

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Section 1: Introduction, Values and Vision

1.1 Introduction

At Market Field College, we are committed to creating a safe, respectful, and inclusive environment where every student can thrive. Our behaviour policy is designed to support the diverse strengths and needs of our students, recognising their individuality and potential, and fostering a culture of understanding, consistency, and high expectations.

Grounded in therapeutic and relational principles, this policy recognises that behaviour is a form of communication, shaped by each student's experiences, needs, and environment. It emphasises the importance of positive, trusting relationships as the bedrock for learning, well-being, and personal growth. The policy provides a clear and supportive framework for staff to promote positive behaviour, ensure emotional and relational safety, and uphold the college's core values of Respect, Friendship, and Excellence.

1.2 Our Values

Creating and maintaining a learning environment in which all students and adults feel safe, secure, and valued is central to our ethos at Market Field College. This commitment underpins our values and behavioural expectations, which guide how we interact, learn, and grow together.

We promote the values of:

- **Respect** – for self, others, and the environment
- **Friendship** – through kindness, empathy, and collaboration
- **Excellence** – striving to be the best version of ourselves

These values are reflected in our core behavioural expectations:

- **Ready** – to learn, participate, and engage
- **Respectful** – in communication, actions, and relationships
- **Safe** – in choices, movement, and interactions

1.3 Our Vision

At Market Field College, we are driven by a clear and ambitious vision: *To equip every student with the knowledge, skills, and behaviours they need to succeed in the next stage of their learning, life, and work.* This vision is realised through a shared commitment to strong values, a rich and inclusive curriculum, and a nurturing, supportive learning environment. We aim for every student to leave feeling inspired, confident, and equipped to take their next steps—whether into the world of work, further education, or meaningful engagement within their community. We strive to empower all students to become responsible, respectful, and resilient individuals who make valued contributions in ways that reflect their unique strengths and circumstances.

Section 2: Therapeutic Behaviour Principles

2.1 Therapeutic Behaviour Principles

These principles sit at the heart of our college community, shaping how we understand, support, and respond to behaviour through a consistently relational lens. They reflect our recognition of students as young adults and guide our commitment to nurturing independence, responsibility, and readiness for adulthood—always grounded in the quality of relationships and the emotional safety they provide.

1. A Respectful and Inclusive College Culture

We are committed to creating a calm, consistent, and inclusive environment where all students feel emotionally and physically safe. Staff model respectful communication and uphold shared values that reflect students' age, maturity and aspirations.

2. Understanding Behaviour as Communication

We recognise that all behaviour carries meaning. Students experiencing poor emotional wellbeing are regarded as vulnerable rather than troublesome. Staff respond with empathy and curiosity, using relational skills to understand and support students—never to control them. We believe all students can learn and grow with the right support.

3. Clear Expectations with Personalised Support

We promote consistency through clear expectations—**Ready, Respectful, Safe**—while making reasonable adjustments to meet individual needs. Clear boundaries are paired with an individual, graduated approach, tailored to each student's developmental stage.

4. Promoting Self-Regulation and Independence

We support students to develop internal discipline, self-regulation and resilience. Through everyday interactions, staff model calmness, encourage reflection, and build the skills needed for adulthood.

5. Restorative Practice and Inclusive Belonging

We prioritise inclusion and early intervention. Exclusion is a last resort. When difficulties arise, we use restorative approaches to repair harm, rebuild trust, and keep students connected to learning and relationships.

2.2 Flexible Consistency

At Market Field College, consistency does not mean treating every student identically. Instead, it means ensuring that every student experiences predictable, fair, and therapeutic responses rooted in shared values, common language, and relational safety.

Flexible consistency means:

- **Shared expectations, personalised pathways:** We uphold the same core expectations—*Ready, Respectful, Safe*—while recognising that students may meet these in different ways depending on their needs and profiles.
- **Predictable principles, not identical responses:** Staff follow agreed frameworks but adapt tone, pace, language, and strategies to the student’s individual context.
- **Reasonable adjustments as part of consistency:** Adjustments (e.g., sensory supports, reduced demands, movement breaks) are not exceptions but essential components of inclusive practice. This aligns with our graduated approach at *Universal, Targeted, and Targeted Plus levels*.

Professional Responsibility and Accountability

Flexible consistency does not mean personal preference or individual rules. Staff actions should always be:

- Aligned with the Behaviour Policy
- Consistent with therapeutic and relational principles
- Informed by student voice, profiles, and agreed plans
- Recorded appropriately (either on CPOMS or Student Journey Map (SJM))

Flexible adjustments are agreed and applied professionally and must not be compared across students. Staff will not be expected to justify personalised responses that are based on assessed need, student profiles, or individual plans.

Section 3: College Expectations.

We uphold three core expectations that guide all behaviour and learning: **Ready, Respectful, and Safe**. These expectations are embedded in our daily practice and consistently reinforced by all staff. We believe that creating a positive, inclusive, and safe learning environment is a shared responsibility—one that involves students, staff, families, and the wider college community working together to support and model these values.

See [Appendix 2: College Expectations](#)

	College Expectations			
	Students	Staff	Leaders	Parents/Carers
Ready	Students arrive prepared to learn and take part in college life.	Staff plan and adapt to meet students' needs and promote engagement.	Leaders provide clarity and ensure systems support readiness for all.	Parents and carers support routines and readiness for learning.
Respectful	Students treat others with kindness and listen well.	Staff model empathy, fairness and clear boundaries in every interaction.	Leaders value every voice and foster a culture of mutual respect.	Parents and carers work in partnership and communicate with care.
Safe	Students make choices that help everyone feel secure and supported.	Staff respond calmly and consistently to uphold emotional and physical safety.	Leaders create structures that protect wellbeing and promote relational safety.	Parents and carers trust the college to keep their child safe and contribute to shared understanding.

Section 4: Agreed Language and Definitions

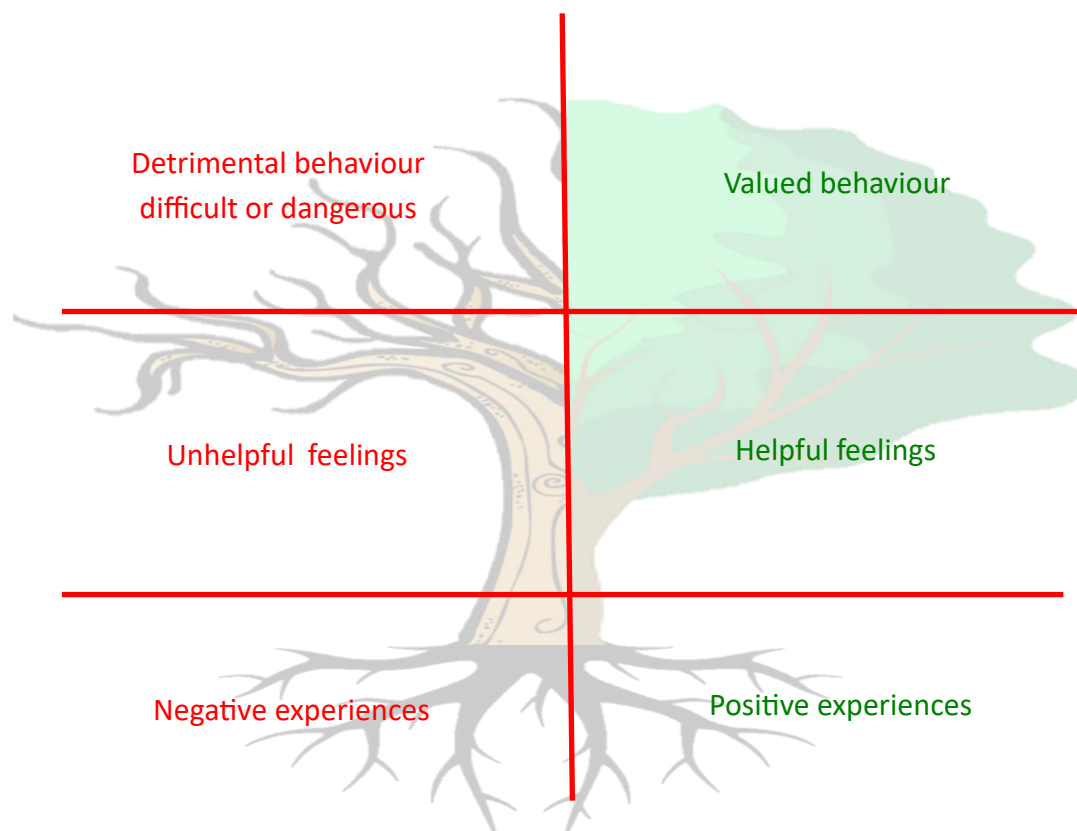
Guided by the principles of *Therapeutic Thinking*, we use a shared language to support all students, reflecting our commitment to therapeutic, inclusive, and relational practice. This language is applied consistently across the college to promote clarity, empathy, and positive behavioural development.

4.1 Core Terminology

We use the following agreed definitions to describe behaviour, feelings, and experiences:

- **Behaviours** are described as either
 - **valued** or **detrimental**
- **Feelings** are described as either
 - **helpful** or **unhelpful**
- **Experiences** are described as either
 - **positive** or **negative**

This language avoids judgement and supports a therapeutic understanding of behaviour as communication.



4.2 Valued Behaviour

Valued behaviour is behaviour that is held in high regard by the individual, the community, or the environment. It is behaviour that:

- Creates **helpful feelings** in self or others
- Demonstrates concern for the **rights, feelings, and welfare** of others
- Benefits other people or society

Valued behaviour is explicitly taught, modelled, and reinforced across the college.

4.3 Detrimental Behaviour

Detrimental behaviour is behaviour that hurts or hinders the individual, the community, or the environment. It is behaviour that:

- Creates **unhelpful feelings** in self or others.
- May cause **injury, harassment, alarm, or distress**.
- Violates the **rights of others**.

Detrimental behaviour is responded to therapeutically, with a focus on understanding, regulation, and repair.

4.4 Types of Detrimental Behaviour

- **Difficult Detrimental Behaviour**
 - Behaviour that may challenge others but is not harmful
- **Dangerous Detrimental Behaviour**
 - Behaviour that can lead to harm, distress or rights violations.

4.5 Unsocial Behaviour

Unsocial behaviour is behaviour that does not seek or benefit from social interaction but is **not detrimental** to self or others. It includes:

- Choosing not to engage socially, without causing harm.
- Preferring solitude or independence in a way that is emotionally safe.

Unsocial behaviour is respected and supported, especially where it reflects neurodiversity or personal preference.

See [Appendix 3: Behaviour Examples](#)

Section 5: Implementing Therapeutic Practice – Adult Responses and Relational Strategies

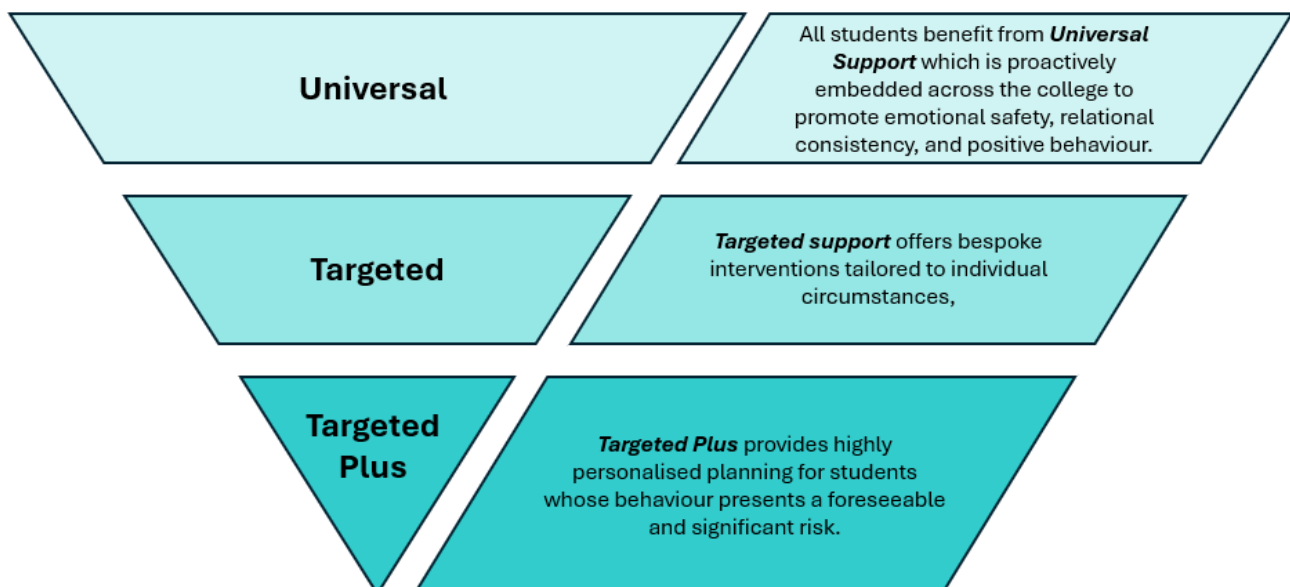
5.1 A Tiered Approach to Relational Safety and Inclusion

This section outlines our graduated, individualised model of behavioural support.

At Market Field College, we adopt a three-tiered framework—*Universal*, *Targeted*, and *Targeted Plus*—to ensure that every student receives the support they need to feel safe, included, and ready to learn.

- **Universal Support:** All students benefit from *Universal* support, which is proactively embedded across the college to promote emotional safety, relational consistency, and positive behaviour.
- **Targeted Support:** Where individual needs require enhanced support beyond universal strategies, *Targeted support* offers bespoke interventions tailored to individual circumstances.
- **Targeted Plus:** Provides highly personalised planning for students whose behaviour presents a foreseeable and potential risk.

This tiered approach ensures that support is responsive, relational, and rooted in dignity—meeting each student where they are and helping them move forward with confidence and connection.



5.2 Universal Support

We believe that behaviour is not simply managed—it is taught, modelled, and nurtured with the same intentionality as academic learning. Just as we teach literacy and numeracy, we explicitly teach the habits, routines, and relational skills that underpin successful behaviour. These skills are essential for learning, wellbeing, and preparation for adulthood.

We recognise that all students benefit from clear, consistent teaching of what positive behaviour looks like. We do not assume students know how to behave—we teach it, model it, and reinforce it through everyday interactions. Staff play a vital role in embedding these expectations across the college, using therapeutic principles to ensure consistency, clarity, and compassion in every response. See [Appendix 4: Embedding the Behaviour Curriculum](#)

5.21 Universal Support: How We Teach Behaviour:

Strategy	Description
Relationships	Strong, trusting relationships are the foundation. Staff invest time in getting to know students, showing genuine interest, and building emotional safety.
Role Modelling	Adults consistently model the behaviours we expect: calmness, respect, empathy, and emotional regulation. Students learn through observation.
Consistency	Expectations are applied fairly and predictably across all settings. Staff use shared language and routines to reduce anxiety and increase clarity.
Routines	Clear, rehearsed routines help students feel secure. These include entering/exiting classrooms and key transitions.
Prioritising Valued Behaviour	We focus on and reinforce the behaviours we want to see—such as kindness, effort, and responsibility—rather than only reacting to misbehaviour.
Planning Alternatives to Detrimental Behaviour	Staff help students identify triggers and develop alternative strategies (e.g., asking for a break, using a regulation tool).
Reward and Positive Reinforcement	Praise, recognition, and tangible rewards are used to reinforce positive behaviour. These are tailored to individual motivators.
Feedback and Recognition	Feedback is specific, timely, and focused on effort and impact (e.g., “I noticed you helped your peer—that showed great teamwork.”).
Comfort and Forgiveness	When mistakes happen, we respond with compassion. We support students to repair and move forward, reinforcing that relationships are resilient.

5.22 Universal Support: Step-by-Step: Adult Responses to Behaviour

A graduated, restorative approach to behaviour is used to ensure that staff responses are consistent, therapeutic, and focused on maintaining relationships and emotional safety. This approach is guided by the **R.E.S.E.T Behaviour Support Model** (adapted from Paul Dix), which provides a structured progression of responses:

Step	Action	Purpose
1. R - Remind	Gentle, private reminder of expectations (Ready, Respectful, Safe)	De-escalate early, maintain dignity
2. E - Explain choices	Clear verbal warning with choice and consequence	Empower student to make a positive choice
3. S – Stop and Think	Scripted intervention and reflection opportunity	Offer support and redirect behaviour
4. E - Exit and regulate	Time away to regulate and reflect	Reduce emotional overload and restore calm
5. T – Talk and repair	Restorative conversation using reflective questions	Rebuild relationships and restore trust

This model complements our **pre-emptive** and **in-the-moment** strategies by offering a clear, relational framework for staff to follow. It ensures that students are supported through each stage of dysregulation, with opportunities to reflect, repair, and re-engage. See [Appendix 5: R.E.S.E.T Model Toolkit and Scripted Examples](#)

5.23 Universal Support: Recognising and Rewarding Valued Behaviour

Recognising and rewarding *valued behaviour* is essential for reinforcing positive habits and motivating students to repeat them. Responses should be meaningful, developmentally appropriate, and tailored to individual needs—ensuring they are both impactful and supportive of long-term behavioural growth. Staff should also be mindful of *how* feedback is delivered: while some students respond positively to public recognition, others may feel more comfortable with private acknowledgement. Adapting feedback to suit each student’s preferences helps maintain emotional safety and strengthens relational trust. Key examples include:

- **Specific verbal praise** that acknowledges effort, progress, or positive choices (e.g. “I really appreciated how you supported your peer today.”).
- **Positive feedback** to the student’s form teacher or a member of SLT to enable praise to be reinforced.
- **Positive contact home** via email or phone call recognising achievements or progress.
- **Access to preferred activities or roles**, like helping in the café, supporting a staff member, or choosing a group task.
- **Recognition during tutor time**, celebrating effort, attendance, or contribution.
- **Celebration boards** showcasing student work, achievements, or acts of kindness.
- **Involvement in planning personal rewards**, giving students ownership and motivation.
- **Time in a preferred space** (e.g. quiet room, sensory area, or outdoor break) as a positive reinforcement.

5.24 Universal Support: Pre-Emptive Strategies to Promote Valued Behaviour

Pre-emptive behavioural strategies play a vital role in promoting *valued behaviour* and creating a safe, structured learning environment. These proactive approaches are essential not only for encouraging positive engagement but also for de-escalating potential issues before they escalate, ensuring emotional safety and consistency for all learners. Key examples include:

- **Establish clear routines and expectations** from day one, using consistent transitions.
- **Explicitly teach and rehearse routines** regularly.
- **Use visual supports and modelling** to help students understand expectations.
- **Build strong relationships** through daily check-ins and positive interactions.
- **Identify and reduce environmental triggers** (e.g., noise, lighting, transitions).
- **Reinforce desired behaviours** through praise and recognition.
- **Teach and plan alternatives** to *detrimental behaviour*.
- **Prioritise and celebrate valued behaviours**

5.25 Universal Support: In-the-Moment Responses

Addressing behaviour in-the-moment ensures consistency and helps students understand the impact of their actions. It supports positive choices and maintains a calm, respectful environment. When behaviour begins to escalate, staff should:

- **Remain calm** and use a low-arousal approach.
- **Use non-verbal cues** or proximity to redirect early.
- **Offer clear choices and time to process** (e.g., “Would you like to take a break or talk it through?”).
- **Use therapeutic language** (e.g., “I can see this is hard right now. I’m here to help.”).
- **Avoid power struggles**—focus on de-escalation.
- **Apply protective consequences only when necessary** for safety.
- **Allow time and space for regulation** using agreed strategies.
- **Maintain student dignity and emotional safety**.
- **Record incidents factually** and follow up with reflection and support.

5.26 Universal Support: Reflect, Repair and Restore

Restorative practice is a key element of our behaviour approach, supporting students to reflect, rebuild relationships, and restore a sense of belonging after incidents of *detrimental* behaviour. This process helps students take responsibility for their actions in a supportive, non-punitive way, promoting long-term behavioural growth and emotional development.

Staff should:

- **Facilitate calm**, reflective conversations once the student is regulated.
- **Use restorative questions** (e.g., “What happened?”, “How were others affected?”, “What could help to resolve things?”).
- **Support students to understand** the impact of their behaviour and take ownership.
- **Encourage empathy**, accountability, and problem-solving.
- **Involve all affected parties** where appropriate, ensuring everyone feels heard and respected.
- **Agree on steps to repair** harm and restore trust, including apologies, actions, or changes in behaviour.
- **Monitor progress** to ensure follow-through and support. Record outcomes where necessary

Please refer to [Section 9: Communication, Recording and Monitoring](#)

5.3 Targeted Support:

Providing tailored interventions that strengthen wellbeing, inclusion, and relational safety.

While universal strategies outlined in this policy form the foundation of our therapeutic practice, we recognise that some students may require additional, targeted support to thrive. These approaches are not punitive, but responsive - designed to meet individual needs with compassion, structure, and consistency.

Targeted support is implemented when:

- A student does not respond to universal strategies.
- Patterns of *detrimental* behaviour emerge that impact learning, wellbeing, or relationships.
- There are known vulnerabilities, diagnoses, or contextual factors requiring bespoke intervention.
- Staff, families, or the student themselves identify a need for additional support.

Where universal strategies are not sufficient to ensure safety and engagement, the following targeted approaches may be considered:

- Use of therapeutic tools or interventions.
- Increased relational support (e.g., daily check-ins, mentoring, or key adult time).
- Adjustments to environment, curriculum, or timetable to reduce triggers and increase engagement.
- Multi-agency involvement where appropriate (e.g., Educational Psychologist, CAMHS, Social Care).
- Enhanced monitoring and review cycles to track progress and adapt support.

Principles Guiding Targeted Support

All targeted interventions are:

- Rooted in therapeutic thinking and relational safety.
- Designed to promote independence, self-regulation, and inclusion.
- Reviewed regularly with the student and family to ensure relevance and impact.
- Delivered with dignity, empathy, and high expectations.

5.4 Targeted Plus Support

Targeted Plus support is a highly individualised and dynamic response for students whose behaviour presents a *foreseeable or significant risk* that cannot be safely or consistently supported through universal or graduated strategies alone. It involves the use of *Individual Risk Management Plans (IRMs)*, developed collaboratively to proactively meet need, reduce risk, and uphold relational safety. This level of support is reserved for exceptional circumstances and reflects a commitment to safeguarding both the student and the wider community—always complementing, not replacing, therapeutic and relational approaches.

IRMs are co-created through a collaborative process involving the student (where appropriate), their family, key staff, and relevant professionals—drawing on lived experience, existing plans, and a trauma-informed, neurodiversity-affirming lens. Once agreed, IRMs are shared with relevant staff, embedded into daily practice, and reviewed regularly. They guide de-escalation, regulation, and reflection, and staff are expected to follow them consistently, with empathy and accountability.

An IRM may be appropriate when:

- **A serious incident has occurred**, and proactive planning is required to reduce the likelihood of recurrence.
- **There is a known pattern of high-risk behaviour**, even if infrequent, that poses a safety concern under specific conditions.
- **Identifiable triggers or vulnerabilities exist** (e.g. trauma, sensory sensitivities, contextual stressors) that increase the risk of unsafe behaviour.
- **Staff require a shared framework** to respond predictably and safely to potential escalations.

When an IRM Is Not Appropriate

IRMs are not used to accommodate or normalise *dangerous* behaviour. They are *not suitable* when:

- **A student is routinely displaying unsafe behaviour without improvement**—this may indicate a need for a change in provision or a safeguarding review.
- **The behaviour is unpredictable and not linked to identifiable triggers**—this would fall under “unforeseeable behaviour” and require a different response. See [Section 7: Unforeseeable Behaviour](#) for further guidance
- **The plan is being used as a substitute for therapeutic, relational, or graduated strategies**—IRMs should complement, not replace, everyday practice.

Section 6: Protective and Educational Consequence

At Market Field College, we use consequences not as punishment, but as part of a therapeutic approach to support learning, safety, and relational repair. Consequences are always proportionate, purposeful, and aligned with the student's developmental needs.

We distinguish between two types of consequences: *Protective Consequences* and *Educational Consequences*.

6.1 Protective Consequences

These are actions taken to ensure the safety of the student, others, or the environment. They are immediate and necessary when behaviour poses a risk. Examples include:

- Temporary increased staff ratio.
- Limited access to outside space or social interactions
- Escorted in social situations.
- Restricted off site activities.
- Separating students from their peers or usual learning environments
- Differentiated teaching space or timetable.
- Withdrawal from high-risk activities until behaviour is deemed safe to access them.
- Differentiated curriculum or resources.

Protective consequences are not punitive measures—they are relational safeguards. Their purpose is to reduce immediate risk and uphold safety without blame or shame. Unlike punishment, which seeks to impose discomfort, protective consequences are calm, proportionate responses that prioritise wellbeing. They are explained clearly to the student, framed as temporary adjustments to help everyone feel safe, and always followed by opportunities to reconnect, reflect, and restore trust.

6.2 Educational Consequences

These are opportunities for the student to learn, reflect, and develop new skills. They are relational and restorative in nature. Examples include:

- Restorative conversations to understand impact.
- Making amends (e.g., helping to repair or clean something damaged).
- Reflective tasks or discussions supported by a trusted adult.
- Students may be offered—or directed—to take time away from the group in a supportive space. This provides an opportunity to regulate, reflect on their behaviour, and consider its impact on others, with the aim of re-engaging positively and restoring relationships.

6.3 Seclusion

Market Field College does not use seclusion as a behaviour management strategy. This aligns with the principles of Therapeutic Thinking, which prioritise emotional safety, dignity, and relational connection.

We recognise that behaviour is a form of communication, and our responses aim to support regulation and restore relationships rather than isolate. Where a student may benefit from a quiet space to calm or reflect, this is offered as a supportive intervention — never imposed.

Our approach is guided by proactive planning, including Individual Risk Management Plans, and we continue to review our practices in line with evolving guidance. Formal advice on seclusion is pending and will be incorporated once received.

All consequences are:

- **Linked to the behaviour** and its impact.
- **Explained clearly** to the student using therapeutic language.
- **Followed up** with support to re-engage and repair relationships.

Section 7: Unforeseeable Behaviour

Unforeseeable Behaviour

Unforeseeable behaviours are those that fall outside the scope of existing policy, have not previously occurred within the college, or are so historic that their recurrence was not anticipated. These behaviours may exceed what can reasonably be supported within the college's provision and may not align with the criteria outlined in the admissions policy.

In such instances, the following procedures will be followed to ensure a safe, reflective, and proportionate response:

- A member of the Senior Leadership Team (SLT) will be informed at the earliest safe opportunity.
- Staff will apply Therapeutic Thinking principles to de-escalate the situation wherever possible.
- The incident will be recorded on CPOMS as soon as it is safe and appropriate to do so.
- SLT will collaborate with the class lead to assess whether a Targeted Plus level of support is required or whether a Provision Review is warranted. See [Appendix 8: Provision Review Protocol](#)
- A Restore and Reflect process will be facilitated with all students and staff involved, with a focus on emotional safety, accountability, and learning.

Section 8: Safe Touch and Physical Intervention

At Market Field College, we recognise that physical contact between staff and students may be appropriate in certain circumstances to provide comfort, support, or ensure safety. All physical contact must be respectful, proportionate, and in line with the college’s safeguarding and therapeutic principles.

8.1 Safe Touch

Physical contact may occur for the following reasons:

- Offering comfort to a student in distress.
- Gently guiding or redirecting a student.
- Supporting participation in curricular activities (e.g., Sports, Drama).
- Responding to emergencies to prevent harm.

In all cases, staff must consider:

- The student’s age, developmental stage, and level of understanding.
- The student’s individual needs, preferences, and history.
- The context and location of the contact—physical contact should not occur in private or without others present.

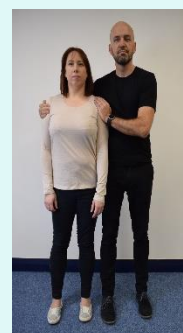
Staff may use safe touch to guide, prompt, or reassure students in ways that are appropriate to the situation and always with consideration for the student’s dignity, autonomy, and emotional safety.

8.2 Hugging

Touch can be a meaningful form of connection and reassurance but must be used with sensitivity and professionalism. Staff are encouraged to use a “**college hug**” when offering physical comfort or recognition. This involves a sideways-on gesture, with the adult placing their hands on the student’s shoulders—discouraging front-on cuddling and maintaining appropriate boundaries.

Hugs should be:

- Brief and consensual.
- Used sparingly and only when appropriate.
- Responsive to individual preferences and developmental needs.



Staff must remain mindful that frequent or prolonged hugging may feel uncomfortable or inappropriate for some students and should always model safe, respectful relationships.

8.3 Handholding

While physical reassurance may be appropriate in specific medical or high-distress situations, handholding is generally discouraged due to the age and developmental stage of our students. As a college setting, we are committed to treating students as young adults—supporting their independence, dignity, and readiness for adulthood. If a student seeks handholding for comfort, staff should instead offer an arm to hold. This maintains appropriate boundaries while still providing a sense of connection and support.

8.4 Physical Intervention

The college admits students who are generally able to regulate their behaviour without the need for physical intervention. As such, physical intervention is not a routine part of our practice and is rarely required. Where necessary to maintain safety, staff may use low-level, non-restrictive physical interventions such as guiding or escorting a student. These are used only as a last resort and must be proportionate, respectful, and in line with Therapeutic Thinking principles. All teaching and learning support staff receive training in the Therapeutic Thinking ‘Step On’ programme, which equips them with:

- A clear understanding of when physical intervention may be necessary.
- Strategies to prevent escalation through de-escalation and emotional regulation.
- Knowledge of the legal and ethical framework surrounding physical intervention.
- Skills to use safe, approved techniques only when absolutely necessary.
- Guidance on recording and reflecting on incidents to inform future planning.

8.5 Restrictive Physical Intervention

Restrictive physical intervention, such as restraint or any action that limits a student’s movement or freedom, is not part of the college’s approved practice. Staff are not trained in restraint techniques, and such interventions are not used within our provision—with the exception of staff employed at MFC Life (see [Appendix 7: MFC LIFE Provision](#)) who receive specialist training for their specific setting. However, in exceptional circumstances where there is an immediate risk of harm—such as a student attempting to harm themselves or others—staff may use reasonable and proportionate intervention to prevent injury, in line with safeguarding responsibilities.

8.6 Reporting Incidents of Physical Intervention

All incidents involving physical intervention must be responded to with care, transparency, and accountability. The following steps should be taken as soon as it is safe and appropriate to do so:

- Report the incident to a member of the Senior Leadership Team (SLT).
- Record the incident factually on CPOMS.
- Inform parents/carers on the same day.
- Facilitate a **Restore and Reflect** process with all students and staff involved, ensuring emotional safety, accountability, and learning.

The college is committed to maintaining a **safe, respectful, and supportive environment** where physical intervention is only used when essential to protect the safety of students or staff.

Section 9: Communication, Recording and Monitoring

Recording and Responding to Behaviour

All behaviour that is not usual for a student should be reported to the Class Lead and recorded on CPOMS. It is the responsibility of the Class Lead to communicate with parents/carers where appropriate.

To record on CPOMS, staff should use the 'Behaviour' category and select the most appropriate options.

- Where behaviour is usual, it will be monitored by the Class Lead.
- Where there are patterns of low-level behaviour (e.g. increased frequency or severity), this should also be captured on CPOMS.
- If individual incidents of low-level behaviour are not considered appropriate for standalone recording on CPOMS, staff should ensure that a summary of such behaviours is documented periodically (e.g. monthly), particularly where patterns or emerging concerns are identified. This approach supports the development of a comprehensive overview of the student's behavioural profile over time.
- All entries must be factual, objective, and free from opinion.

Any behaviour that causes concern should be discussed with parents/carers. The Class Lead will decide whether this communication is best made via email or phone call, depending on the individual student's needs and circumstances.

All incidents involving restrictive physical intervention must be reported to parents/carers on the same day.

Members of SLT/members of the wellbeing team may contact parents/carers depending on the severity of the incident or in the absence of the Class Lead.

Every member of staff has a responsibility to help maintain high standards of behaviour across the college. The Senior Leadership Team plays a key role in enabling and supporting staff to do this effectively.

Section 10: Exclusions

At Market Field College, we are committed to fostering a safe, respectful, and inclusive environment for all. While our approach prioritises therapeutic support and early intervention, there may be rare occasions where a change in provision or exclusion becomes necessary to uphold the safety and wellbeing of the wider community.

10.1 Provision Review Prior to Exclusion

In some cases, persistent *dangerous detrimental behaviour* may indicate that the student's needs are no longer aligned with the current provision. Where this is suspected, a structured **Provision Review Protocol** may be initiated prior to considering exclusion. This process is designed to ensure that decisions are made compassionately, collaboratively, and in the best interests of the student and wider community.

The Provision Review includes:

- A multi-disciplinary meeting to review behaviour history, support strategies, and student voice
- Family communication to share concerns and invite reflection
- Consultation with external professionals (e.g., SEND caseworker, EP, CAMHS), where appropriate
- A decision point regarding further adaptation, temporary arrangements, or transition to a more suitable setting
- A co-created transition plan if a change of provision is agreed

This protocol protects relational safety and ensures exclusion is not used in place of therapeutic review. Staff can refer to [Appendix 8: Provision Review Protocol](#) for full guidance.

10.2 Change in Timetable / Use of the Hub

In response to serious incidents or *dangerous or persistently difficult detrimental behaviour*, a change in timetable may be implemented. This may include working in a quieter, low-stimulation environment such as the Hub, where students can reflect, regulate, and re-engage with learning in a supported setting. This decision is made by senior staff and is not a punishment, but a protective and supportive measure to help the student regain readiness to learn.

During this time:

- Students will be supervised by a member of staff.
- Breaks and lunch may be supervised separately to support regulation.
- A reflective conversation will take place to help the student understand the impact of their behaviour and plan for success moving forward.

Parents/carers will be informed of this change by phone or email, and the rationale will be recorded on CPOMS.

10.3 External Exclusion

Only the **Headteacher**, or in their absence the **Deputy Headteacher**, can make the decision to exclude a student. All statutory procedures will be followed.

There are two types of exclusion:

- **Suspension**
- **Permanent Exclusion**

10.4 Behaviours That May Lead to Suspension

Suspension may be considered when a student displays behaviour that places themselves, other students, or staff at **significant risk**. This includes, but is not limited to:

- Physical or verbal abuse
- Bullying (including racist, sexist, homophobic, or online)
- Sexual abuse or harassment
- Vandalism or theft
- Bringing banned substances to college
- Persistent refusal to follow instructions
- Repeated disruption of learning
- Incidents outside of college involving police (depending on severity)

10.5 Behaviours That May Lead to Permanent Exclusion

Permanent exclusion may be considered in cases of:

- Bringing a weapon to college
- Bringing drugs with intent to supply
- Serious assault on a student or adult
- Persistent dangerous or threatening behaviour
- Persistent bullying or voicing of extremist views
- Serious criminal activity outside of college

10.6 Return to College

Following any suspension, students must attend a **return to college meeting** with the Headteacher or a member of SLT. This meeting will focus on reflection, restoration, and planning for a successful reintegration.

10.7 Exclusion and Disability

Exclusions are only issued on **disciplinary grounds**, never due to academic ability or disability. However, if a student's behaviour—regardless of diagnosis—poses a **serious risk to safety**, exclusion may be necessary as a protective measure.



Market Field
College

APPENDICES

Appendix 1: Behaviour Glossary

Quick-Reference Guide for Consistent, Therapeutic Practice

This glossary supports shared understanding of key terms used throughout the Behaviour Policy.

Difficult Detrimental Behaviour

Behaviours that disrupt learning or relationships but do not pose a safety risk. Often linked to unmet needs or emotional dysregulation.

Dangerous Detrimental Behaviour

Behaviours that present a risk to physical or emotional safety. Require immediate response and may trigger safeguarding or graduated support.

Dysregulation

A state where a student is overwhelmed and unable to manage emotions or behaviour. Can look like withdrawal, escalation, or shutdown. Staff respond with calm, attuned support.

Educational Consequences

Opportunities for reflection, learning, and repair following a behavioural incident. May include restorative conversations, skill-building, or supported reflection.

Flexible consistency

Flexible consistency is the principle of maintaining shared expectations and predictable frameworks while adapting responses to individual needs. It means staff uphold core expectations—Ready, Respectful, Safe—and follow agreed therapeutic models, but adjust tone, pace, language, and strategies based on assessed need, student profiles, or individual plans.

Graduated Support

A tiered framework for responding to behaviour — from universal strategies to targeted and specialist interventions. Ensures proportional, consistent, needs-led responses.

Internal Inclusion

Internal inclusion refers to the separation of a student from their usual learning environment or peer group. At Market Field College, internal inclusion is not used as a punitive behaviour management strategy. However, in situations where a student's behaviour presents a foreseeable or immediate risk, or where a student becomes significantly dysregulated or overwhelmed, they may be temporarily and safely separated from others as part of a protective consequence. This is always done with clear rationale, adult supervision, and a focus on emotional regulation, dignity, and relational repair.

Physical Intervention

Low-level, non-restrictive physical contact used to guide, support, or redirect a student in order to maintain safety. Examples include escorting a student calmly or helping them sit down safely. Used only when necessary and always with respect for the student's dignity.

Protective Consequences

Actions taken to maintain safety and boundaries (e.g. limiting access to spaces). These are relational, not punitive, and always explained clearly.

Relational Safety

A sense of emotional and psychological security built through trust, consistency, and respectful relationships. Staff model this through attuned, predictable interactions.

Repair and Restore

Processes that rebuild trust and connection after conflict or dysregulation. May include reflection, apology, checking in, or collaborative problem-solving.

Restrictive Physical Intervention

Any physical contact that limits a student's movement or freedom, such as restraint or holding to prevent harm. This is not part of the college's approved practice and is only used by staff with specialist training in specific settings (e.g. MFC Life).

Seclusion

Seclusion is defined as the act of confining a student alone in a space from which they are physically prevented from leaving. Market Field College does not use seclusion in any form. This approach is incompatible with the college's therapeutic ethos, which prioritises relational safety, emotional regulation, and restorative practice. Where a student requires time away, it is offered voluntarily and with support, never enforced or used as punishment.

Therapeutic Thinking

An approach that focuses on understanding the reasons behind behaviour, prioritising emotional regulation, unmet needs, and relational repair over punishment.

Unsocial Behaviour

Behaviours that isolate or disconnect a student from others. May reflect internal distress, anxiety, or protective coping strategies. These behaviours are not intentionally harmful but may impact social inclusion and wellbeing.

Valued Behaviour

Positive actions that promote safety, connection, and learning. Encouraged and celebrated as part of our inclusive culture.

Appendix 2: College Expectations

College Expectations		
Ready	Respectful	Safe
Give your best effort	Be kind and considerate	Follow rules and procedures
Be on time	Respect the personal space of others	Report any unsafe behaviour to college staff
Be prepared for lessons e.g., equipment	Use your voice at an appropriate level	Take care with college equipment/property
Attend college regularly	Include others	Follow instructions from staff
Use positive listening skills	Keep the college clean and tidy; clean up after yourself	Speak to key staff if you have any concerns or issues (about yourself or others).
Keep your learning area clean and tidy	Respect the efforts and contributions of others	Let the college know if you can't attend
Take part in lessons and complete all work set	Remember to be quiet in the corridors and stairwells when others are working	Treat others as you want to be treated yourself
Ask for help when it is needed	Take pride in the College environment	Take responsibility for your own behaviour
Be appropriately dressed	Use appropriate and respectful behaviour and language	Be safe online, report any concerns to staff members
Work without disrupting others	Keep your mobile phones in your lockers during lesson times	Keep personal items safe in your locker

Appendix 3: Behaviour Examples

Valued Behaviour

Behaviours that promote safety, connection, and positive learning:

- Saying hello and using people's names kindly
- Asking for help when stuck or unsure
- Using agreed calming strategies (e.g. quiet space, breathing)
- Joining in with learning or group activities
- Helping others or showing kindness
- Listening and waiting for your turn
- Repairing after a disagreement (e.g. saying sorry, checking in)
- Following routines calmly (e.g. transitions, breaktimes)
- Using humour in a friendly way
- Speaking up respectfully for yourself or others

Difficult Detrimental Behaviour

Behaviours that disrupt learning or relationships but are not unsafe:

- Refusing to take part in learning or activities
- Interrupting or talking over others
- Ignoring instructions or agreed strategies
- Making unkind jokes or comments
- Walking away without explaining why
- Being sarcastic or dismissive
- Avoiding tasks or staying silent when support is offered
- Testing boundaries in ways that confuse or upset others
- Not looking after shared spaces or equipment

Dangerous Detrimental Behaviour

Behaviours that pose a risk to safety or wellbeing:

- Hitting, kicking, or throwing things to hurt or scare
- Using threatening words or gestures
- Leaving the building or site without permission
- Breaking or damaging property on purpose
- Using equipment in unsafe ways
- Bullying or targeting someone repeatedly
- Talking about hurting yourself or others
- Becoming very dysregulated and needing urgent help
- Refusing to follow safety instructions (e.g. fire drill, medical help)

Unsocial Behaviour

Behaviours that isolate or exclude, often linked to unmet needs:

- Using words that show you feel hopeless or disconnected
- Choosing to be alone often without explaining why
- Not showing feelings or interest in things
- Saying things that show low self-worth or not feeling part of the group

Appendix 4: Embedding the Behaviour Curriculum

Staff Practice and Inclusive Communication Toolkit

Strategy	How to model/description	Example language
Relationships Build strong, trusting relationships	<ul style="list-style-type: none"> Invest time in knowing each student personally. Show genuine interest in their lives, strengths, and challenges. Create emotional safety through warmth, reliability, and presence. Use active listening and non-judgmental responses. 	<ul style="list-style-type: none"> "I'd like to understand how you're feeling—can you help me with that?" "I'm here if you want to talk or need support." "I'm really glad you shared that with me." "How are you feeling today?" "I noticed you've been quieter than usual—everything okay?"
Role Modelling Model the behaviours we expect from students.	<ul style="list-style-type: none"> Demonstrate calmness, respect, empathy, and emotional regulation. Use respectful language and tone at all times. Handle conflict and stress in ways that teach constructive responses. Be punctual, prepared, and professional. Remember that, as staff members, we are modelling at <u>all</u> times. 	<ul style="list-style-type: none"> "I'm feeling a bit stressed, so I'm going to take a moment to breathe—want to join me?" "Let's work through this calmly together." "I'm choosing respectful words because that helps us solve things." "It's okay to feel overwhelmed—let's find a way to manage it."
Consistency Apply expectations fairly and predictably.	<ul style="list-style-type: none"> Use shared language and agreed routines across all settings. Respond to behaviour in line with the Behaviour Policy. Avoid personal bias; ensure all students experience fairness. Maintain predictable boundaries and follow through on commitments. 	<ul style="list-style-type: none"> "We use the same expectations in all spaces—it helps everyone feel safe." "Let's stick to our agreed way of doing this—it works well for us." "This is how we do it here—let me remind you." "We're all learning together, and we follow the same rules."

<p>Routines Establish and rehearse clear routines.</p>	<ul style="list-style-type: none"> • Teach and practice routines for entering/exiting classrooms, transitions, and communal spaces. • Use visual cues and verbal prompts to support understanding. • Reinforce routines regularly to build confidence and reduce anxiety. • Adapt routines for individual needs where appropriate. 	<ul style="list-style-type: none"> • “Let’s go over the steps together before we start.” • “What’s our plan for moving between rooms today?” • “Would you like a visual reminder or checklist?” • “Let’s practice that again so it feels more familiar.”
<p>Prioritising Valued Behaviour Focus on reinforcing desired behaviours.</p>	<ul style="list-style-type: none"> • Recognise and celebrate kindness, effort, responsibility, and resilience. • Use positive framing (e.g., “We walk calmly in the corridor” vs. “Don’t run”). • Highlight examples of <i>valued behaviour</i> in real time. • Encourage peer recognition of positive actions. 	<ul style="list-style-type: none"> • “I saw you helping someone—that shows real kindness.” • “You kept going even when it was tough—that’s great resilience.” • “You took responsibility for your actions—that’s a mature choice.” • “You showed great focus today—well done.”
<p>Planning Alternatives to Detrimental Behaviour Support students in developing self-regulation strategies.</p>	<ul style="list-style-type: none"> • Help students identify triggers and early warning signs. • Teach and rehearse alternative strategies (e.g., asking for a break, using a regulation tool). • Collaborate with students to create personal regulation plans. • Use restorative conversations to reflect and plan forward. 	<ul style="list-style-type: none"> • “What do you think caused that feeling or reaction?” • “Let’s think about what you could do differently next time.” • “Would using your regulation tool help right now?” • “Let’s make a plan together for when things feel difficult.”
<p>Reward and Positive Reinforcement Reinforce positive behaviour through recognition and rewards.</p>	<ul style="list-style-type: none"> • Use praise that is specific and sincere. • Offer tangible rewards tailored to individual motivators (e.g., privileges, tokens, certificates). • Celebrate progress, not just perfection. • Ensure rewards are inclusive and equitable. 	<ul style="list-style-type: none"> • “You’ve earned this recognition because of your effort and attitude.” • “Let’s celebrate your progress—what kind of reward would feel meaningful to you?” • “You’ve worked hard—how would you like to be acknowledged?” • “I’m proud of how you’ve handled that situation.”

<p>Feedback and Recognition Provide meaningful and timely feedback.</p>	<ul style="list-style-type: none"> • Focus feedback on effort, impact, and growth. • Use “I noticed...” statements to highlight positive actions. • Recognise contributions publicly and privately. • Encourage self-reflection and peer feedback. 	<ul style="list-style-type: none"> • “I noticed you stayed focused and supported your peers—great teamwork.” • “Your actions made a positive impact—thank you.” • “You’ve grown in how you manage challenges—well done.” • “That was a thoughtful and respectful choice.”
<p>Comfort and Forgiveness Respond to mistakes with compassion and support.</p>	<ul style="list-style-type: none"> • Acknowledge that mistakes are part of learning. • Support students to repair harm and restore relationships. • Reinforce the message that relationships are resilient, and mistakes do not define a person. • Model forgiveness and emotional recovery. 	<ul style="list-style-type: none"> • “Everyone makes mistakes—what matters is how we learn from them.” • “Let’s talk about how to make things right and move forward.” • “You’re still valued and respected, even when things go wrong.” • “We can repair this together—relationships are strong here.”

Appendix 5: R.E.S.E.T Model Toolkit and Scripted Examples

Example/Context: A student overwhelmed by a sudden change in routine	
Step	Scripted example
1. R - Remind	"Just a heads-up — we're still following our Ready, Respectful, Safe expectations. I know changes can feel tricky."
2. E - Explain choices	"You can stay here, and we'll figure it out together or take a short break in the quiet space. Either way, I'll support you."
3. S – Stop and Think	"Let's pause. Something's felt off, hasn't it? I'm here to help you make sense of it."
4. E - Exit and regulate	"Let's step into the pod for a few minutes. You're safe, and we'll come back when you're ready."
5. T – Talk and repair	"You did really well coming back. What helped you feel calmer? What could we do next time a change pops up?"

Example/Context: A student struggling to stay seated during a group task	
Step	Scripted example
1. R - Remind	"Quick reminder — we're aiming to be Ready, Respectful, and Safe. That means staying in our space during group time."
2. E - Explain choices	"You can choose to sit with us and join in or take a short movement break and come back. If you don't choose, I'll help you decide."
3. S – Stop and Think	"Let's pause. I think your body's telling you it needs to move. Let's talk about what helps you focus."
4. E - Exit and regulate	"Let's take a walk to the end of the corridor and back. That might help reset your energy."
5. T – Talk and repair	"You came back really well. What do you think helped? How can we build movement breaks into your day?"

Example/Context: A student shouting after a disagreement with a peer

Step	Scripted example
1. R - Remind	"I know that felt unfair — but we still need to be Ready, Respectful, and Safe with our words."
2. E - Explain choices	"You can choose to speak calmly and we'll sort it together, or take a few minutes to cool off. If not, I'll help you take that space."
3. S – Stop and Think	"Let's pause here. I can see you're upset. What do you need right now to feel heard?"
4. E - Exit and regulate	"Let's step outside for a few minutes. You're not in trouble — I just want you to feel okay again."
5. T – Talk and repair	"Thanks for talking it through. What do you think happened between you and [peer]? What could help next time?"

Example/Context: A student refusing to start a task

Step	Scripted example
1. R - Remind	"Just a reminder — we're all trying to be Ready, Respectful, and Safe. That means giving things a go, even when they feel hard."
2. E - Explain choices	"You can start with me and I'll help, or take a short break and come back to it. If you don't choose, I'll help you make that call."
3. S – Stop and Think	"Let's pause. I think this task felt too big. Let's break it down together."
4. E - Exit and regulate	"Let's take a few minutes in the calm space. When you're ready, we'll look at the first step only."
5. T – Talk and repair	"You did a great job coming back. What made it easier? How can we make tasks feel less overwhelming?"

Appendix 6: Restorative Practice Toolkit

Purpose

To provide staff with a structured, relational framework for facilitating restorative conversations following incidents of *detrimental behaviour*. This toolkit supports emotional regulation, accountability, and relational repair.

Key Principles of Restorative Practice

- Behaviour is communication.
- Relationships are central to learning and wellbeing.
- Repairing harm is more effective than punishing it.
- All voices matter—students, staff, and peers.
- Emotional safety and dignity must be upheld throughout.

When to Use Restorative Practice

- After incidents of *detrimental behaviour* (*difficult or dangerous*).
- When relationships have been strained or trust needs rebuilding.
- As part of **educational consequences**.
- Following regulation and reflection time.

Restorative Question Flow

Use the following flow to guide restorative conversations. Adapt language to suit the student's developmental stage and emotional state.

1. What happened?

- “Can you tell me what happened from your point of view?”
- “What were you thinking at the time?”

2. Who was affected and how?

- “How do you think others felt?”
- “What impact did it have on you or others?”

3. What were you feeling?

- “What were you feeling when that happened?”

- “How are you feeling now?”

4. What could help resolve things?

- “What could help repair the situation?”
- “Is there anything you’d like to say or do?”

5. What will you do differently next time?

- “What could you do if this happens again?”
- “What strategies might help you stay regulated?”

Exemplar Scripts for Common Scenarios

Scenario: Verbal conflict between peers

“I can see that things got heated earlier. Let’s take a moment to talk it through. What happened from your perspective? How do you think [peer] felt? What could help repair things between you two?”

Scenario: Refusal to follow instructions

“It looked like you were finding things difficult earlier. Can you help me understand what was going on? What do you think the impact was on the group? What could we do differently next time?”

Scenario: Unsafe behaviour during break

“I noticed you were struggling to stay safe outside. What was happening for you at that moment? How did it affect others around you? What can we do to help you feel safer next time?”

Scenario: Damage to property

“Let’s talk about what happened with the equipment. What led up to that moment? How do you feel about it now? What could help resolve things?”

Restorative Practice Do’s and Don’ts

Do	Don’t
Use calm, non-judgmental language	Use accusatory or punitive tone
Allow time for regulation before conversation	Rush into the conversation while dysregulated
Focus on feelings, impact, and repair	Focus solely on rules or consequences
Involve all affected parties where appropriate	Isolate the student or ignore peer perspectives
Record outcomes factually and sensitively	Include personal opinions or assumptions

Appendix 7: Market Field College, LIFE Provision

MFC LIFE

While physical intervention and restrictive physical intervention is not common practice across the main college setting, the MFC LIFE provision, based at a small satellite centre in Elmstead Market, operates with a different student demographic. As such, behaviour may present differently and may, at times, require a more responsive approach.

To ensure staff are equipped to manage this safely and therapeutically, all staff working within MFC LIFE receive Therapeutic Thinking's 'Step Up' training—an enhanced level of training beyond the standard 'Step On' programme.

This training provides staff with:

- Advanced knowledge of behaviour as communication and how to respond with empathy and structure.
- Specialist strategies for managing high-risk or complex behaviours safely and therapeutically.
- Enhanced skills in using physical intervention only when absolutely necessary and in line with legal and ethical guidance.
- Deeper understanding of risk assessment, planning, and review processes to reduce the need for intervention over time.
- Reflective practice tools to support ongoing professional development and team-based problem-solving.

The use of physical intervention within MFC LIFE remains a last resort, always guided by Therapeutic Thinking principles, and is subject to the same expectations for recording, reporting, and parental communication as outlined in the main policy.

Appendix 8: Provision Review Protocol

Purpose

To support staff in navigating a structured, relational process when a student's behaviour or needs may suggest that the current provision is no longer the best fit. This protocol enables collaborative reflection with families and professionals, while ensuring that decisions are guided by the college's overarching responsibility to safeguard wellbeing, uphold therapeutic practice, and maintain a safe and inclusive environment for all.

When to Initiate

A Provision Review may be initiated by SLT when:

- There is persistent unsafe behaviour despite graduated support
- Behaviour is unpredictable, unmanageable, or poses ongoing risk
- There is professional concern that the provision cannot reasonably meet the student's therapeutic, educational, or relational needs

Steps

1. Trigger Point Identification

- Staff log concerns via IRM review notes or behaviour reflections
- Concerns are triaged by SLT, who determine whether a formal review is warranted

2. Initial Review Meeting

- Convened by SLT with relevant staff (e.g. form teacher, therapist, DSL)
- Review behaviour history, support strategies, IRM status, and student voice
- Assess whether further internal adjustments are viable within the scope of the provision

3. Family Communication

- A transparent, supportive conversation is held with parents/carers
- College shares concerns, outlines support history, and explains the review process
- Families are invited to contribute reflections and relevant context

4. Multi-Agency Consultation (if appropriate)

- External professionals (e.g., SEND caseworker, EP, CAMHS) may be consulted
- Their input informs the college's understanding of the student's broader needs
- Final decisions remain the responsibility of the college

5. Decision Point

- SLT determine whether:
 - The provision can be reasonably adapted further
 - Temporary alternative arrangements are needed
 - A transition to a different setting is in the student's best interest
- Decisions are based on cumulative evidence, professional judgement, and the college's capacity to meet need safely and effectively

6. Transition Planning

- If a change of provision is agreed, SLT lead the development of a transition plan
- The plan is co-created with family and professionals to ensure dignity, continuity, and emotional support for the student
- The college retains oversight of the process and timeline

7. Staff Debrief and Reflection

- A reflective space is offered for staff to share impact, recalibrate support systems, and uphold relational safety across the community

Appendix 9: Legal References

This policy aligns with the following legislation and statutory guidance:

- Education Act 2002
- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice (2015)
- DfE Guidance: Behaviour in Schools (2022)
- DfE Guidance: Use of Reasonable Force (2013)
- Keeping Children Safe in Education (KCSIE, 2025)
- Mental Health and Behaviour in Schools (2018)

Appendix 10: Appeals and Complaints Procedure

Appeals and Complaints Procedure

Students and parents/carers have the right to appeal decisions related to behaviour interventions, exclusions, or other disciplinary actions.

Appeals should be submitted in writing to the Headteacher within 10 working days of the decision.

If unresolved, the complaint may be escalated to the Local Advisory Committee in accordance with Hope Trust's Complaints Policy.

Appendix 11: Data Protection and Confidentiality

Data Protection and Confidentiality




All behaviour records are stored securely in line with the Data Protection Act 2018 and UK GDPR.

Access to behaviour data is restricted to relevant staff members and is used solely for safeguarding, support, and monitoring purposes.

Parents/carers may request access to their child's behaviour records through a Subject Access Request.

Appendix 12: Therapeutic Thinking

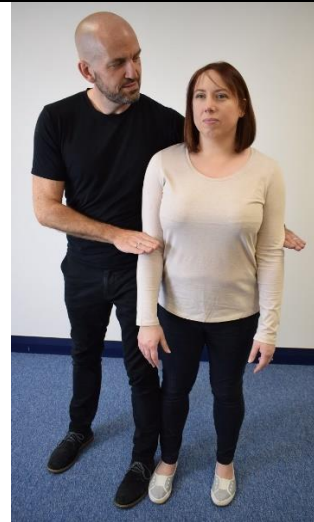
Step On, Physical Intervention

<p>Supportive Hug</p>	<p>To support, guide or escort or to communicate comfort or celebration</p> <ul style="list-style-type: none"> • Stance • Hip to hip • Closed mittens around each shoulder • Communicate intention consider de-escalation script 	
<p>Supportive Arm</p>	<p>To support, guide or escort</p> <ul style="list-style-type: none"> • Stance • Maintain penguin shape • Hip to hip • Closed mittens above or around each elbow • Communicate intention, consider de-escalation script 	
<p>Open Mitten Guide (single person or paired)</p>	<p>To support, guide, escort, or protect, used to move a student away.</p> <ul style="list-style-type: none"> • Stance L shape • Maintain penguin shape • Palm parallel to the floor • Staff positioned behind with extended arm to protect • Communicate intention, consider de-escalation script 	

Open Mitten Escort

To support, guide or escort

- Stance
- Hip to hip
- Open mittens above each elbow
- Palms parallel to floor
- Nudge
- Communicate intention, consider de-escalation script



Open Mitten Escort – Paired

To support, guide or escort

- Stance
- Hip to hip
- Open mittens above each elbow
- Palms parallel to floor
- Nudge
- Communicate intention, consider de-escalation script

