



Whole School Behaviour Philosophy

Rooted in Low Arousal, Trauma-Informed Practice, and Therapeutic Environment

Our core belief

We believe that behaviour is a form of communication, often rooted in unmet needs, emotional distress, or sensory overload. As a school, we respond not with control, coercion, or punishment, but with curiosity, compassion, and connection.

We understand that many of our pupils have experienced trauma, struggle with emotional regulation, and process the world differently due to their neurodivergence. Our role is to create a safe, predictable, and nurturing environment where they can learn to trust, feel safe, and flourish.

Our principles

1. Connection Before Correction

We prioritise relationships and emotional safety above compliance. Staff build consistent, trusting relationships with pupils as the foundation for all learning and behaviour support.

2. Low Arousal Response

We de-escalate rather than confront. Staff use calm tone, body language, and non-threatening positioning to reduce anxiety and prevent escalation. We reduce sensory overload and provide calming alternatives.

3. Behaviour as Communication

We seek to understand the why behind behaviours. Every incident is an opportunity to learn about the child's needs and how best to support them.

4. Trauma-Informed Practice

We understand the impact of early adversity and attachment disruption. We do not use exclusion, isolation booths, or punitive sanctions. We offer consistent, attuned responses to build emotional security and repair.

5. Therapeutic and Personalised Support

Each child has an Intervention and Behaviour Support Plan (IBSP) tailored to their sensory profile, emotional needs, and triggers. Therapeutic input is integral to support plans.

6. Emotional Regulation and Co-Regulation

We explicitly teach regulation skills through models like the Zones of Regulation and emotion coaching. Staff co-regulate with students in distress, never leaving a child alone to “calm down” or “learn a lesson.”

7. Repair and Reflect

After incidents, we support the child to rebuild trust and reflect safely. Restorative conversations are used to repair relationships without blame or shame.

8. Consistency and Predictability

Predictable routines, clear expectations, and visual supports reduce anxiety and prevent dysregulation. We provide structure with flexibility to meet individual needs.

9. Staff Wellbeing and Reflective Practice

We recognise the emotional demands of supporting children with complex needs. Staff are supported through training, coaching, and regular debriefs to reflect on practice and develop resilience.

Our shared commitment

Every adult in the school community is a co-regulator, a therapeutic presence, and a trusted adult.

Together, we create a calm, kind, and safe space where pupils can heal, grow, and belong.