



Goldwyn School

Relationships and Behaviour Policy

(includes Mobile Phone)

Written in conjunction with Leadership Team, Student Voice, Governors and Staff

Review Body:	Rob Garratt/Learning & Inclusion
Review Period:	Annual
Last Reviewed:	June 2026
Review Date:	June 2027
Date Approved:	08.07.26

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 Behaviour and Relationship Policy is trauma-informed and aligned with our core R.E.A.C.H values: Resilience, Empathy, Aiming, Commitment, and Heart. 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 SEMH Behaviour and Relationship Policy is rooted in a trauma-informed framework, underpinned by CPI's guiding principles. 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 CPI's emphasis on de-escalation and preserving the dignity and safety of all involved.

Rationale

Goldwyn 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 at Goldwyn:

- 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 behavioral 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 TIS Uks research informed practice and CPI's Crisis Development Model, emphasising early recognition of distress and proactive responses to prevent escalation.

REACH Values

Resilience: Encouraging students to develop the strength to overcome challenges.

Empathy: Promoting understanding and compassion towards others.

Aiming: Setting high expectations and striving for excellence.

Commitment: Demonstrating dedication to personal growth and learning.

Heart: Cultivating a caring and supportive school community.

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 SEN coordinators and pastoral teams.
- **Employ CPI techniques:** such as Rational Detachment, the Supportive Stance, and empathetic listening, to de-escalate situations effectively. Training will focus on proportionate responses using the Decision-Making Matrix to assess risk and ensure interventions are appropriate.

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 R.E.A.C.H values at home, providing a 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 SEMH Relationships and Behaviour Policy.
- **Resource Allocation:** Ensure adequate resources are allocated for SEMH 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 provision.

Governors

- **Oversight and Accountability:** Provide oversight to ensure the SEMH policy is effectively implemented and aligned with the school's values and goals.

- **Policy Review:** Participate in the regular review and updating of the SEMH policy, ensuring it remains relevant and effective.
- **Community Engagement:** Engage with the wider community to support SEMH initiatives and promote understanding of trauma-informed practices.

Behaviour Strategies and the Teaching of Good Behaviour (Appendix 4)

PACE

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 Mentor or teaching Assistant intervention
- Use of a calm/sensory box
- Use of time away
- Use of a quiet room

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

Using CPI's supportive communication strategies, staff will 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 Trauma Practitioners.
- **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.
- **Scripting:** Use consistent scripts to support students in understanding expectations, regulating emotions and repairing relationships. Scripting provides calm, predictable and non-confrontational language that helps to reduce anxiety and promotes a sense of safety. By using clear and consistent responses, staff can maintain high expectations while supporting students to reflect on their behaviour, make positive choices and develop the skills needed to manage difficulties successfully. *See appendix 7 for scripting details*

- Staff will apply CPI's 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 5)
- **Support Plans:** Develop individual 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.
- **Every interaction is an intervention:** Staff will use CPI's layered responses 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 using the Decision-Making Matrix, prioritising verbal and environmental de-escalation before considering restrictive interventions.

Expectations

Students and staff are to be very clear about expectation of student behavior throughout the day.

It is expected that students will:

- **Attend every day**
- **Wear school uniform**
- **Leave personal possessions at home**
- **Mobile phones are best left at home or handed in in the morning (Appendix 1)**
- **Walk when moving around the school**
- **Be prompt to lessons**
- **Be in the right place**
- **Behave appropriately while on the way to and from school**
- **No smoking and vaping**

(Appendix 2)

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

5. **Care for School Property:** Treat all school property, including classrooms, equipment, and materials, with care. Report any damage immediately.

6. **Personal Belongings:** Respect others' belongings. Do not take or use something that does not belong to you without permission.

Respect for Learning

7. **Punctuality:** Arrive on time for classes and school activities. Respect others' time by being prompt.
8. **Preparedness:** Come to class prepared with necessary materials and completed assignments.
9. **Focus on Learning:** Participate actively in class and avoid behaviours that disrupt the learning process.
10. **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

11. **Embrace Diversity:** Celebrate and respect the diverse backgrounds, cultures, and perspectives within the school community.
12. **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

13. **Mental Health Awareness:** Acknowledge and respect the mental health needs of yourself and others. Seek help from counsellors, pastoral team or an emotionally available adults when needed.
14. **Emotional Regulation:** Practice techniques for emotional regulation and support peers in managing their emotions in a healthy manner.
15. **Safe Spaces:** Utilise designated safe spaces for cooling down or seeking emotional support when feeling overwhelmed for example Nurture Room and Independent Study room.

Respect for Personal Space

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

Respect for the Environment

19. **Eco-Friendly Practices:** Respect the environment by following eco-friendly practices like recycling, conserving energy, and reducing waste.
20. **Cleanliness:** Keep the school environment clean. Dispose of trash properly and take care of communal spaces.

Respect for Safety

21. **Safe Behaviour:** Engage in safe and responsible behaviour at all times. Avoid actions that could harm yourself or others.
22. **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 CPI's emphasis on logical and restorative approaches, prioritising teaching and relationship repair over punitive measures.

Consequences 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, certificates, House points, Reach Points, Reach Trips, and privileges.
- **Progress Reports:** Highlight students' achievements in progress reports and during assemblies.
- **Leadership Opportunities:** Provide opportunities for students demonstrating consistent positive behaviour to take on leadership roles. (Appendix 3)

Consequences for undesirable behaviours

At Goldwyn 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. 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.

3. Collaborative Problem Solving: *Now part of Restorative Conversations process*

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

3. 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.
- Work with the student to identify triggers and collaboratively create solutions to prevent recurrence. Update the students 5 point scale as part of this conversation

4. Supported Reflection and Repair Session (away from the learning area) – see appendix 6

- Where behaviours require more than a verbal reminder or parental contact, but do not warrant suspension, students may participate in a Supported Reflection and Repair session. This intervention provides structured opportunities for regulation, reflection, relationship repair and skill development. Consequences are logical, restorative and directly related to the behaviour displayed. The aim is to teach, rebuild trust and strengthen self-regulation rather than punish.
- Students will be supported to understand the impact of their behaviour, repair any harm caused and collaboratively plan strategies to prevent recurrence. Sessions may include restorative conversations, reflective activities, catch-up work, community responsibility tasks, mentoring and targeted trauma informed interventions. This approach reflects Goldwyn School's REACH values and is informed by Trauma Informed Schools UK and CPI's person-centred and trauma-informed principles.
- It is important that the Reflect and Restore elements take place away from the pathway learning spaces to ensure the student is able to focus and engage whilst completing the reflect and restore elements of this process. This could be at the Nurture Hub or somewhere else that is deemed as suitable.
- The SRR is to be led by a TIS Practitioner, SEMH Intervention Lead or trusted adult (to be agreed by SMT).

Logical Consequences: *(Now part of SRR)*

- ~~• 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.~~

5. Support Plans:

- Develop individualised 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.

6. Last-Resort Measures:

- In situations where behaviour poses an immediate safety risk, staff will assess the severity using CPI's Decision-Making Matrix. Responses will prioritise verbal and environmental de-escalation, with restrictive interventions used only as a last resort.

7. Suspension or exclusion – see below for further details

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.
- Staff are trained in reflective practices to ensure responses align with CPI's person-centered and trauma-informed principles.

Building Skills for the Future - Students

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.

Building Skills for the Future – Staff

- Following higher-level incidents, members of the Senior Management Team (SMT) and Assistant Principal (AP) will arrange supportive coaching conversations with staff involved. These debriefs provide opportunities to reflect on the incident, celebrate effective practice and identify areas for further development.
 - Coaching conversations are intended to build staff confidence and expertise through a non-judgemental, trauma-informed approach, ensuring that colleagues feel supported and equipped to respond effectively to future incidents.
- Regular centre-based training sessions will be led by Centre SMT and informed by reviews of behaviour and incident data. These sessions will use real examples from practice to promote reflective discussion and shared learning.
 - Staff teams will collaboratively analyse incidents through the lenses of Trauma Informed Schools UK (TIS UK) and the Crisis Prevention Institute (CPI), considering what worked well, what may have contributed to escalation and what alternative responses or supports could be used in future.
 - Incident reviews will focus on strengthening relational practice, promoting co-regulation and developing consistent, compassionate responses that maintain high expectations whilst supporting students' emotional regulation and wellbeing.

- This ongoing cycle of reflection, coaching and professional dialogue aims to continually develop staff skills and ensure that practice remains aligned with Goldwyn's trauma-informed and relational approach.

External and Internal Exclusions Suspensions

At Goldwyn School, ~~exclusions~~ 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. ~~Exclusions~~ Suspensions aim to provide a structured response to severe behaviour while ensuring time for reflection and planning to support future success.

Internal ~~Exclusions~~ Suspensions:

- Internal ~~exclusions~~ suspensions involve the temporary removal of a student from their usual classroom environment to a designated area within the school.
- They are used as a ~~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.
- Parents will be informed of any internal suspension

External ~~Exclusions~~ Suspensions:

- External ~~exclusions~~ 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.

Legal Requirements:

- Goldwyn School adheres to UK government statutory guidance on exclusions, ensuring all decisions are fair, lawful, and proportionate.
- The ~~Headteacher~~ Principal 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~~ suspensions 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.

Conclusion

Our Relationships and Behaviour Policy is designed to create a compassionate and structured environment where all students can thrive. By embedding our R.E.A.C.H values into every aspect of school life and utilising trauma-informed practices, we aim to support the holistic development of our students, ensuring they are equipped with the skills and resilience needed to succeed both academically and personally. By embedding CPI's person-centred and trauma-informed principles into our Relationships and Behaviour Policy, we aim to create a compassionate and safe school environment that nurtures every student's potential.

Appendix 1: Mobile Phone Procedure

Student-Parent-School Mobile Phone Contract Goldwyn Plus/GVC

Policy Overview

This contract outlines the expectations and responsibilities of students, parents, and the school regarding the use of mobile phones during school hours. The objective is to ensure a focused and safe learning environment by minimising distractions and promoting positive educational experiences.

Student Responsibilities

- I will not have my mobile phone out during lessons (unless the teacher requests this as part of the lesson). Persistent use may result in the requirement of my phone being handed to the teacher at the start of each lesson
- I can choose to hand in my mobile phone and I understand my phone will be securely stored and returned at the end of the school day.
- I will comply with the mobile phone policy and understand that refusal to do so will result in my parents being contacted and required to come to the school to collect the phone.
- I will participate in educational sessions on the risks associated with mobile phone use and the benefits of a mobile phone-free environment.
- Any act of 'cyber bullying' will not be tolerated. In some cases it can constitute criminal behaviour. If the use of technology humiliates, embarrasses or causes offence it is unacceptable regardless of whether 'consent' was given.
- It is forbidden for students to photograph, film any student on the school site.
- It is forbidden for students to photograph, film any staff on the school site.
- It is forbidden for students to record voice notes or any audio on the school site.
- Students agree not to display or share content of a violent, degrading, racist or pornographic nature. The transmission of such images is a criminal offence.

Guardian Responsibilities

- I will support the school by reinforcing the mobile phone policy at home.
- I will contact the school office if I need to communicate with my child during school hours, instead of calling or texting their mobile phone.
- I am aware that repeated offenses may lead to further disciplinary actions according to the school's Relationships and Behaviour policy.

School Responsibilities

- The school will ensure that all mobile phones handed in are securely stored during school hours.
- The mobile phone policy will be communicated to all students and parents at the beginning of each school year and reinforced as necessary.
- The school will inform parents through newsletters, meetings, and the school website.
- All staff members are responsible for consistently enforcing this policy.
- Staff will model appropriate behaviour while using personal mobile phones during school hours in front of students.
- The school has the right to confiscate mobile phones where there are Safeguarding concerns related to the device.
- The school will provide regular education to students on the risks associated with mobile phone use and the benefits of a mobile phone-free environment.

Signatures: This contract aims to create a distraction-free learning environment, supporting student well-being and academic success in accordance with the Department for Education guidance (2024).

Student:

Name: _____

Signature: _____

Date: _____

Parent/Carer/Guardian:

Name: _____

Signature: _____

Date: _____

School Representative:

Name: _____

Signature: _____

Date: _____

Student-Parent-School Mobile Phone Contract

Goldwyn Ashford/Goldwyn Folkestone



Goldwyn School
Aspire • Empower • Achieve

Policy Overview

This contract outlines the expectations and responsibilities of students, parent/carer, and the school regarding the use of mobile phones during school hours. The objective is to ensure a focused and safe learning environment by minimising distractions and promoting positive educational experiences.

Student Responsibilities

- I must hand in my mobile phone to the hub on arrival and I understand my phone will be securely stored and returned at the end of the school day.
- I will comply with the mobile phone policy and understand that refusal to do so will result in my parents being contacted and required to come to the school to collect the phone.
- I will participate in educational sessions on the risks associated with mobile phone use and the benefits of a mobile phone-free environment.
- Any act of 'cyber bullying' will not be tolerated. In some cases it can constitute criminal behaviour. If the use of technology humiliates, embarrasses or causes offence it is unacceptable regardless of whether 'consent' was given.
- It is forbidden for students to photograph, film any student on the school site.
- It is forbidden for students to photograph, film any staff on the school site.
- It is forbidden for students to record voice notes or any audio on the school site.
- Students agree not to display or share content of a violent, degrading, racist or pornographic nature. The transmission of such images is a criminal offence.

Guardian Responsibilities

- I will support the school by reinforcing the mobile phone policy at home.
- I will contact the hub or school office if I need to communicate with my child during school hours, instead of calling or texting their mobile phone.
- I am aware that repeated offenses may lead to further disciplinary actions according to the school's Relationships and Behaviour policy.

School Responsibilities

- The school will ensure that all mobile phones handed in are securely stored during school hours.
- The mobile phone policy will be communicated to all students and parents/carers when joining the school and reinforced as necessary.
- The school will inform parents/carers of updates through newsletters, meetings, and the school website.
- The relationships and behaviour policy will be available to parents/carers via the school website, and a printed copy available on request to the school office.
- All staff members are responsible for consistently enforcing this policy.
- Staff will model appropriate behaviour while using personal mobile phones during school hours in front of students.
- The school has the right to confiscate mobile phones where there are Safeguarding concerns related to the device.
- The school will provide regular education to students on the risks associated with mobile phone use and the benefits of a mobile phone-free environment.

Signatures: This contract aims to create a distraction-free learning environment, supporting student well-being and academic success in accordance with the Department for Education guidance (2024).

Student:

Name: _____

Signature: _____

Date: _____

Parent/Carer/Guardian:

Name: _____

Signature: _____

Date: _____

School Representative:

Name: _____

Signature: _____

Date: _____

Appendix 2: Behavioural Expectations and Consequences Matrix

Overview

This matrix outlines the expected behaviours for students at Goldwyn 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.

Behavioural Expectations

Area	Expected Behaviour	Positive Reinforcements	Logical Consequences for Undesirable Behaviours
Attendance	Attend school every day and be punctual to all classes.	- Attendance certificates - REACH points - Recognition in assemblies	- Meeting with parents - Attendance improvement plan - Make up time work send home for repeated lateness and absence
Uniform	Wear the school uniform correctly and with pride.	- House points - Positive notes home - Uniform awards	- Reminder of uniform policy - Contact with parents - Provision of correct uniform if needed
Classroom Behaviour	Participate actively in class, complete assignments, and respect the learning process.	- Praise from teachers - REACH points - Display of work - Class rewards	- Verbal warning - Time out - Meeting with parents - Behaviour reflection task
Respect for Others	Treat all individuals with kindness, dignity, and consideration.	- Certificates of kindness - REACH points - Peer recognition awards	- Restorative conversation - Apology letter - Mediation session
Respect for Property	Care for school property and others' belongings.	- REACH points - Responsibility roles - Recognition in school newsletter	- Restorative action (e.g., repairing damage) - Loss of privileges - Community service
Mobile Phone Use	Hand in mobile phones at the start of the school day.	- REACH points - Positive notes home - Participation in REACH trips	- Contact with parents - See appendix 1 - Meeting with parents for repeated non-compliance
Movement and Safety	Move safely around the school, follow safety rules, and respect personal space.	- Praise from staff - REACH points - Safety awards	- Verbal reminder - Time out - Meeting with parents - Behaviour reflection task
Emotional Regulation	Use techniques for managing emotions and seek support when needed.	- REACH points - Emotional regulation awards - Positive reinforcement from counsellors	- Time in a safe space - Support plan - Meeting with SEN coordinator

Implementation

- **Communication:** Ensure all students and parents are aware of the behavioural expectations and the corresponding reinforcements and consequences.
- **Consistency:** Apply the matrix consistently across all situations to maintain fairness and clarity.
- **Support:** Provide additional support and interventions for students who struggle to meet behavioural expectations, involving parents and relevant staff as needed.

Appendix 3: Goldwyn Student Mentor Role



Goldwyn Student Mentor Role

Resilience

1. **Conflict Resolution:** Assist in resolving conflicts among students in a calm and fair manner.
2. **Encouragement:** Motivate and encourage mentees to stay focused and resilient in the face of challenges.

Empathy

1. **Supportive Presence:** Offer emotional support to peers, helping them navigate social and emotional challenges.
2. **Peer Mediation:** Facilitate peer mediation sessions to help students resolve disputes amicably.
3. **Mentorship:** Provide guidance and support to younger students, helping them adjust to school life.
4. **Emotional Support:** Be a trusted confidant for mentees, providing a listening ear and emotional support.

Aiming

1. **Role Model:** Demonstrate positive behaviour and attitudes, setting an example for other students.
2. **Guidance:** Offer academic and personal guidance to mentees, helping them set and achieve goals.
3. **Skill Development:** Help mentees develop essential skills such as time management, study techniques, and social skills.

Commitment

1. **School Ambassador:** Represent the school at events and functions, promoting a positive image.
2. **Feedback Provider:** Gather and relay student feedback to school staff to improve the school environment.
3. **Regular Meetings:** Hold regular meetings with mentees to discuss progress, challenges, and goals.

Heart

1. **Organise Activities:** Plan and lead activities that promote social and emotional well-being among students.
2. **Resource Sharing:** Share useful resources and information that can aid mentees in their academic and personal growth.
3. **Collaboration:** Work with teachers and school staff to ensure mentees receive comprehensive support.

Appendix 4: Class Room 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 Practices	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.	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	Students with SEMH needs often rely on adults to help regulate their emotions.

Strategy	What it is	How it works	Why it works
		techniques like deep breathing or grounding exercises.	
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 Corners 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 5: Goldwyn School Post-Crisis Therapeutic Report Form



Goldwyn School Post-Crisis Therapeutic Report Form

Student Information

- Name: _____
- Date: _____
- Staff Member: _____

Incident Details

- Date and Time of Incident: _____
 - Location: _____
 - Description of Incident: _____
 - Individuals Involved: _____
-

Post-Crisis Support

1. Supporting in the Present

- How did you show support to the individual after the crisis?

- What supportive verbal, non-verbal, and paraverbal communication did you use?

- Open-ended questions asked to identify feelings:

- How did you listen with empathy and acknowledge their feelings?

2. Understanding the Past

- What happened from the individual's perspective?

- When and where did it happen?

- Why did it happen (triggers or unmet needs)?

- Who else was affected?

- Has this happened before?

3. Planning for the Future

- Questions to identify preventive approaches:
 - What will help you feel settled and calm when you're stressed?

 - What are some things that I can do or say to help?

 - What are some things that do not help?

 - How much time do you typically need before you're ready to talk about an incident?

4. Therapeutic Rapport Considerations

- Age: _____
- Cognitive Functioning: _____
- Gender Identity: _____
- Culture: _____
- Previous Life Experiences: _____

5. Strengthening Staff Responses

- Staff response assessment:

- Decision-Making MatrixSM insights:

6. Debriefing and Documentation

- Key points documented:

7. Building Staff Resilience

- Reflection on incident impact:

- Self-care techniques practiced:

- Long-term support strategies:

Procedure

1. Immediate Response

- Ensure the safety of all individuals involved.
- Use supportive communication to de-escalate the situation.
- Allow the individual time to calm down before discussing the incident.

2. Post-Crisis Support

- Engage in a calm and empathetic conversation with the individual.
- Use the therapeutic form to guide the discussion and document responses.
- Focus on understanding the individual's perspective and identifying triggers.

3. Planning and Prevention

- Collaborate with the individual to develop strategies for future incidents.
- Identify specific actions that can help the individual feel calm and supported.
- Document preventive measures and share them with relevant staff members.

4. Staff Debriefing

- Conduct a debriefing session with involved staff to assess the response.
- Use the Decision-Making MatrixSM to evaluate and improve staff interventions.
- Document the debriefing outcomes and any necessary changes to procedures.

5. Ongoing Support

- Provide continuous support to the individual and staff members.
- Encourage self-care and resilience-building activities for staff.
- Review and update the therapeutic form and procedures regularly.

Appendix 6

Supported Reflection and Repair (SRR)

Purpose:

To provide accountability, reflection, regulation and relationship repair whilst maintaining dignity and preserving the student's connection to school.

When would SRR be used?

Behaviours such as:

- Repeated refusal or disruption.
- Leaving lessons repeatedly.
- Repeated verbal aggression.
- Threatening behaviour.
- Damage to property.
- Repeated conflict with peers.
- Repeated breaches of expectations.
- Persistent unsafe behaviour.

Not for:

- Minor incidents that can be resolved through a conversation.
- Incidents serious enough to warrant suspension.

The Four-Part Process

1. Regulation Before Reflection

No consequence is delivered until the student is regulated.

Support may include:

- Time away with a trusted adult.
- Sensory room or quiet space.
- Co-regulation.
- Movement break.
- Food and drink.
- Emotional check-in.

Principle:

Regulate first, reason second.

2. Reflect

It is important that the Reflect and Restore elements take place away from the pathway learning spaces to ensure the student is able to focus and engage whilst completing the reflect and restore elements of this process. This could be at the Nurture Hub or somewhere else that is deemed as suitable. These elements are to be led by a TIS Practitioner, SEMH Intervention Lead or trusted adult (to be agreed by SMT).

Within 24 hours, the student completes a structured restorative conversation with the identified trusted adult. See appendix 5 for Goldwyn's Post-Crisis Therapeutic Report Form

3. Restore

This is completed in the same session, following on from the Reflect element.

The student completes:

Supported Reflection and Repair Session

Reflection

- Understanding triggers.
- Identifying emotions.
- Exploring unmet needs.

Skill Building

Teaching:

- Emotional regulation.
- Conflict resolution.
- Communication.
- Problem-solving.
- Repairing relationships.

Planning (reviewing and updating individual behaviour support plan / 5 point scale)

Agree:

- Early warning signs.
- Helpful adult responses.
- Strategies that work.
- Exit cards or movement breaks.
- Adjustments to support plans.

4. Repair

(Logical consequence)

The consequence should connect directly to the behaviour.

Behaviour

Damage to property

Refusal to complete work

Disrespect towards staff

Peer conflict

Unsafe behaviour

Leaving class

Social media incident

Racist or discriminatory language

Logical consequence

Repair, clean or contribute to replacement

Supported catch-up session

Restorative meeting and apology

Mediation session

Supported community responsibility task

Structured reintegration and catch-up

Digital citizenship work

Equality and diversity reflection programme

The emphasis is:

Repair harm rather than suffer punishment.

Following SRR, students may receive:

- **Daily Check-in/Check-out** with key adult.
- **Temporary Report Card**
 - Focus on 2-3 behaviours.
- **SEMH focussed Intervention**
- **Trauma Informed Practitioner Sessions**
- **Restorative Conference**
- **Parent Meeting**
 - Focused on support rather than sanction.
- **Community Responsibility**
 - EG:
 - Helping prepare resources.
 - Supporting site projects.
 - Gardening or forest school.
 - Assisting with younger pupils.
 - Organising communal spaces.

These should never be presented as punishment but as opportunities to restore belonging and contribution.

Appendix 7 Scripting at Goldwyn

Micro-Scripting at Goldwyn

As part of our commitment to being calm, curious and consistent, we are introducing two shared micro-scripts:

“Goldwyn standard”

“Reset to Goldwyn”

These are not behaviour commands, they are relational cues.

They allow us to quickly interrupt unsafe or disrespectful language without escalating, and to bring students back to what we stand for as a school community.

What this looks like in practice

- **“Goldwyn standard”** is used as a calm interrupt
A quiet, consistent signal that what’s happening doesn’t align with our values
- **“Reset to Goldwyn”** is used when a student needs a clear opportunity to repair and try again

Both phrases create thinking space, not confrontation. They reduce the need for raised voices, repeated instructions, or public correction.

Why this matters

When used consistently:

- It protects relationships
- It reduces escalation
- It builds a shared language across the school
- It helps students self-regulate and recover quickly

We are not calling behaviour out — we are calling students back in.

Non-negotiable

Use the phrases exactly as agreed, in a calm, neutral tone, and follow with scripting if needed. Consistency across all adults is what makes this work.

Step 1: Interrupt (neutral, calm)	Step 2: Pause (give thinking space)	Step 3: Script (if needed)
Goldwyn standard Or Reset to Goldwyn	• 3–5 seconds • Non-verbal cue (eye contact, gesture, proximity)	• Move into W.I.N.E / I SEE / PACE approach <i>“I wonder what’s made that come out like that...”</i> <i>“I’m here to help—let’s find a better way to say it.”</i>
This keeps interruption → regulation → teaching tightly sequenced		

Micro Scripting Core Phrase: “Goldwyn standard” / “Reset to Goldwyn”

Non-Negotiables for Consistency

All staff should:

- Use **exact wording**: “Goldwyn standard” / “Reset to Goldwyn” (no variations)
- Deliver it **calmly, not emotionally**

- Avoid adding lectures or sarcasm
- Follow with scripting if behaviour continues
- Pair it with **positive noticing** when corrected:
“That’s it—that’s the Goldwyn standard.”

Consistency is more important than perfection.

3. Student Induction (Make it Meaningful)

Teach explicitly what it means:

“Goldwyn standard means...”

- We speak safely
- We respect others
- We fix it when we get it wrong

You might script it to students as:

“At Goldwyn, we don’t expect perfect—but we do expect you to reset to the Goldwyn standard.”

4. Visual Reinforcement (Keep it Everywhere)

Create simple, repeatable visuals:

- Classroom posters:
“Goldwyn Standard = Safe • Respectful • Ready to Reset”
- Lanyard cards (staff side = scripting, student side = phrase meaning)
- Slide on screens during tutor time

5. Language Progression Model

Help staff know what comes next:

Level 1 – Prompt

“Goldwyn standard.”

Level 2 – Redirect

“That’s not the Goldwyn standard—try that again.”

Level 3 – Script

“I’m hearing language that could hurt people. Let’s find a better way.”

Level 4 – Repair

“What needs to happen now to bring this back to the Goldwyn standard?”

6. Training Message for Staff

- This is **not a behaviour system shortcut**
- It is a **shared language cue for regulation**
- It protects **dignity, consistency, and culture**
- It reduces **staff variation and escalation**

Key line:

“We are not calling behaviour out—we are calling students back in.”

7. Common Pitfalls (Address Early)

Avoid:

- Turning it into a reprimand tone
- Over-talking after the phrase
- Inconsistent wording (“school standard”, “our rules”, etc.)
- Skipping the follow-up scripting

If misused, it becomes noise. If used well, it becomes **culture**.

8. Optional Add-On Phrase (for variety without losing consistency)

If you want one paired phrase for specific contexts:

- **“Reset to Goldwyn”** (when behaviour has already happened)



Golden Thread of Expectations

GOLDWYN SCRIPTING GUIDE

Consistent Language • Calm Connection • Clear Boundaries



Trauma-Informed & CPI Language

- ✓ Stay calm, neutral and respectful
- ✓ Focus on **connection** before correction
- ✓ Use non-judgemental, descriptive language
- ✓ Give clear, simple choices and expectations

Examples:

- ✓ "I'm here to help."
- ✓ "Let's **work** this out together."
- ✓ "You're safe. We can figure this out."
- ✓ "When you're ready, we can talk."



I SEE, I HEAR, I FEEL

I SEE...

"I can see you're finding this difficult."

I HEAR...

"I hear what you're saying."

I FEEL...

(used carefully to model impact)

"I feel concerned when I hear that language."



Key Reminders

- ✓ Regulate yourself **first**
- ✓ Connection before correction
- ✓ Give clear, simple choices, be calm and fair
- ✓ Every interaction is an opportunity to teach



W.I.N.E. Approach



I WONDER...

"I wonder what's made today feel tricky for you?"



I IMAGINE...

"I imagine that felt frustrating."



I NOTICE...

"I notice you've gone quiet."



EMPATHY

"That sounds really tough."

"I can see this matters to you."



Responding to Hate Language



INTERRUPT CALMLY

"That language is not OK here."



NAME THE ISSUE

"That language can hurt people."



EDUCATE & EMPATHISE

"I wonder if you realise how that might make someone feel."



RE-DIRECT

"Let's find a better way to express how you're feeling."



FOLLOW UP (RESTORATIVE)

Goldwyn Approach: Calm • Curious • Consistent • Compassionate



GOLDWYN SCRIPTING
Calm • Curious • Consistent

W.I.N.E. I wonder... What's made this feel tricky? I imagine... That felt frustrating. I notice... You've gone quiet. Empathy... That sounds tough.

I SEE / HEAR / FEEL I can see you're finding this difficult. I hear what you're saying. I feel concerned when I hear that.

TIS / CPI I'm here to help. You're safe. Let's work this out together. When you're ready...

HATE LANGUAGE Not OK here. That can hurt people. I wonder if you realise how that feels. Let's find a better way to say that.

REMEMBER Regulate yourself first • Connection before correction • Keep it calm, clear and consistent