



SAFE SPACE EDUCATION - Behaviour Policy

Version 1 (01/03/2026)

1. Purpose and Ethos

Safe Space Education provides high-quality Alternative Provision and 1:1 tuition for children and young people who may struggle to thrive in mainstream settings. Our approach is:

- Trauma-informed
- Relational
- Predictable and consistent
- Rooted in safety, belonging and connection

We believe behaviour is a form of communication. Our role is to understand the need behind the behaviour and support students to regulate, reflect and re-engage.

2. Aims

This policy aims to:

- Create safe, calm learning environments
- Build trusting relationships between staff and students
- Support emotional regulation and wellbeing
- Reduce exclusions and crisis responses
- Promote positive behaviour through connection, not control
- Ensure staff respond consistently and professionally

3. Legal and Policy Framework

This policy is informed by:

- UK GDPR & Data Protection Act 2018
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- SEND Code of Practice
- Equality Act 2010
- Local safeguarding partnership guidance



4. Behaviour Principles

4.1 Behaviour is communication

We seek to understand what a young person is trying to express.

4.2 Relationships first

Connection before correction. Connection reduces conflict. Every session begins with relational check-ins.

4.3 Predictability and consistency

Clear routines help students feel safe.

4.4 Regulation before instruction

A dysregulated student cannot learn. We prioritise co-regulation.

4.5 High expectations with high support

We believe all students can succeed with the right scaffolding.

5. Expectations for Students

Students are expected to:

- Engage with learning to the best of their ability
- Communicate needs respectfully where possible
- Follow reasonable adult instructions
- Treat others with kindness and respect
- Keep themselves and others safe

Expectations are taught explicitly and reinforced positively.

6. Expectations for Staff

Staff will:

- Model calm, respectful behaviour
- Use relational and trauma-informed approaches
- Provide clear, simple instructions
- Offer choices and scaffolding
- Use de-escalation strategies
- Record concerns promptly
- Work collaboratively with schools, parents and professionals

7. Positive Behaviour Strategies

We prioritise:

- Warm welcomes and relational check-ins
- Clear routines and visual structure
- Praise and recognition
- Strength-based language
- Choice-based approaches
- Co-regulation strategies
- Restorative conversations
- Predictable consequences that teach, not punish

8. Responding to Dysregulation

When behaviour becomes challenging, staff will:

1. Stay calm and reduce demands
2. Use low-arousal approaches
3. Offer space, time and regulation tools
4. Use non-confrontational language
5. Prioritise safety
6. Record and report concerns

Physical intervention is **only used as a last resort** and in line with safeguarding and local authority guidance.

9. Safeguarding and Behaviour

Some behaviours may indicate:

- Unmet needs
- Trauma responses
- Mental health concerns
- Risk of harm

Staff will follow safeguarding procedures and share concerns with the Designated Safeguarding Lead immediately.



10. Recording and Reporting

We record:

- Significant incidents
- Safeguarding concerns
- Attendance
- Progress and engagement
- Communication with parents/carers and schools

Reports are shared with referring schools and local authorities as required.

11. Partnership with Parents and Schools

We work collaboratively with:

- Parents/carers
- Schools and MATs
- Other professionals

Shared understanding leads to better outcomes.

12. Review of Policy

This policy is reviewed annually or sooner if:

- Legislation changes
- Practice evolves
- Safeguarding guidance updates

Review date: 1/3/2027

APPENDICES

Appendix A: Behaviour Response Flowchart

1. Early Signs of Dysregulation

- Notice changes in tone, body language, or engagement
- Use calm, low-arousal communication
- Offer choices and reduce demands
- Provide regulation tools

2. Escalation Phase

- Maintain calm, neutral tone
- Increase physical space
- Remove audience where possible
- Use short, simple instructions
- Prioritise safety

3. Crisis Phase

- Avoid confrontation
- Keep communication minimal
- Ensure safety of all involved
- Follow physical intervention guidance only if essential

4. Recovery Phase

- Allow time and space
- Avoid processing immediately
- Offer grounding activities

5. Repair & Restore

- Restorative conversation
- Explore triggers and needs
- Agree next steps
- Record incident



Appendix B: Restorative Conversation Script

- 1. Connection** “Good to see you feeling calmer. Are you okay to talk for a moment?”
- 2. What happened?** “Can you tell me what was going on for you?”
- 3. What were you feeling or needing?** “What do you think you needed at that moment?”
- 4. Impact** “How do you think that affected you/others/the session?”
- 5. Repair** “What can we do to put things right?”
- 6. Future plan** “What could help next time you feel like that?”
- 7. Appreciation** “Thank you for talking this through with me.”

Appendix C: Staff Language Guide (Trauma-Informed Phrases)

Instead of: “Calm down.” **Try:** “I’m here with you. Let’s take a moment.”

Instead of: “Stop misbehaving.” **Try:** “It looks like something’s difficult right now — how can I help?”

Instead of: “Why did you do that?” **Try:** “What was happening for you at that moment?”

Instead of: “If you don’t do this, there will be consequences.” **Try:** “Here are your choices — which one works best for you?”

Appendix D: Regulation Tools & Strategies

- Breathing exercises
- Movement breaks
- Sensory items
- Quiet/low-stimulus space
- Visual schedules
- Chunked instructions
- Grounding techniques
- Co-regulation

Appendix E: Incident Recording Template

Student Name:	
Date & Time:	
Staff Present:	
Location:	
Description of Incident:	
Triggers Noticed:	
Strategies Used:	
Outcome:	
Safeguarding Concerns:	
Follow-Up Actions:	
Staff Signature:	
Date:	

Appendix F: Roles & Responsibilities Summary

Staff

- Model calm behaviour
- Use trauma-informed strategies
- Record incidents
- Communicate with schools/parents
- Prioritise safety

Students

- Engage with learning
- Communicate needs
- Treat others with respect
- Keep themselves and others safe

Parents/Carers

- Share relevant information
- Support agreed strategies
- Maintain communication

Referring Schools / LAs

- Provide accurate referral information
- Share safeguarding and SEND details
- Engage in ongoing communication