GOSDEN HOUSE SCHOOL ACCESSIBILITY PLAN

Gosden House School recognises and values the contributions that parents, carers, governors and other members of the community can make. We will endeavour to encourage the wider community to understand the aims and vision of the school and to involve them wherever possible.

GOSDEN ETHOS

At Gosden House School, we recognise each child and young person's unique experience. We seek to understand the motives, wishes and feelings behind behaviour because we know that all behaviour is communication. We aim to nurture connection, build healthy relationships and promote resilience to achieve success in the present and hope for the future

Provision of information in other formats

We will endeavour, wherever possible, to provide information in alternative formats when required or requested.
Examples of this are by using email, royal mail, enlarged print versions, audio tapes, translations, symbolled text.
Adequate prior notice would be required through the school office.

Relational Support for Personal Development Policy (Behaviour Policy)

Date of original policy	July 2026
Review date	June 2026
Next review date	July 2027
Date approved and signed in governing body meeting	Oct 2026 online
Signed Chair of Governors – D Burr	Signed Head teacher – Rebecca Smale

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Related Policies list

- Staff Code of Conduct
- Safeguarding and Child Protection
- Anti-Bullying
- Online and digital safety
- Complaints
- Whistleblowing
- Equality
- Bereavement
- Relationship and Sex Education
- PSHE
- Self Harm

Key to acronyms

SEN: Special Educational Needs

SEMH: Social, Emotional and Mental Health

CAMHS: Child and Adolescent Mental Health Service

SLT: Senior Leadership Team

CPOMS: Safeguarding and Child Protection software

DSL: Designated Safeguarding Lead

ASC: Autistic Spectrum Condition

Purpose of this Policy

The purpose of this policy is to promote good relationships so that people can work together to learn and thrive. We want to provide an environment where everyone can feel safe, secure and happy. It has been developed to ensure all stakeholders, especially school staff, promote positive behaviour and understand our approach in school. The guidance and procedures are to enable consistent application of our ethos, with due regard to individual social, emotional, learning or other needs and the needs of the wider community.

Introduction

To achieve our aims (below), staff have had training in an attachment aware, relationship based approach to managing behaviour. We recognise that we all have a "Window of Tolerance" (Siegel, 2001) within which we can be relaxed, ready to learn and show respect. This open and engaged state can be challenged by unique triggers which we may or may not be conscious of, that can push us out of our window of tolerance by a little or a long way. In response, this may cause someone to become hyper-aroused, going into "fight or flight", with behaviours that on the outside may appear anxious, aggressive, agitated or controlling, whilst on the inside they may feel unsafe, frightened, frustrated and confused. Alternatively, they may become hypo aroused, which means going into "freeze" or even "collapse", appearing withdrawn, hard to reach, inactive, unable to learn or engage. On the inside they may feel flat, disconnected, shut down or numb.

Gosden House is an inclusive school and strives to ensure accessibility and access for all students, as outlined in the Equality Act 2010. We strive for equity, meaning that our students' behaviours are supported according to their individual and often complex needs, including protected characteristics. We will therefore differentiate expectations and our responses.

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

The SEND Code of Practice: 0 to 25 years (2015) encourages schools to recognise that behaviour may be a form of communication of an underlying social, emotional or mental health (SEMH) need and to respond in a supportive and appropriate manner.

We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself; in effect, taking a non-judgmental, curious and empathic attitude towards behaviour. Students displaying challenging behaviour are regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support (Appendix A).

Aims

At Gosden House School we aim to:

1. Promote and support students to show a high standard of behaviour.
   -Achieved when the atmosphere in school is consistent, compassionate and caring with relationships enhanced through PACE - Playfulness, Acceptance, Curiosity, Empathy (Appendix B).

2. Promote self-awareness, co-regulation, self-regulation, respect for each other and acceptance of responsibility for our own actions.
   -Clear expectations are agreed, understood and supported through regular activities, modelling and teaching to enable responsible behaviours. Mutual respect is endorsed between all members of the school community for each other, belongings and the environment.

3. Create a safe school climate, based on structure, nurture, engagement and challenge to enable effective learning and social and emotional growth.
   -Recognition that this can best be achieved by understanding that we all have a "window of tolerance" and may sometimes need support and regulatory activities to help us be the best we can.

4. Assure students and parents/ carers that inappropriate behaviour has consequences which are applied with regard to the individual, their needs and the impact on themselves and others.
   -This is a partnership responsibility between ourselves, families and support services to promote and provide appropriate boundaries and to help our students make a positive contribution to their communities and society.

Expectations of Behaviour

The School Council (students) were asked to consider the "expectations" for Gosden House School and they identified the following:

- If we are good and don't 'play up' then everyone can do their best and feel safe.
- We will listen to others and think before we speak: staff and other students.
- We are kind: to other people, animals, our environment and ourselves.

Each class also discusses their own expectations of each other at the start of the school year.

Gosden House Non-Negotiables

While behaviours arising from a pupil's disability, special educational needs, or communication difficulties will be considered within the context of individual needs and support plans, the school remains committed to maintaining a safe environment for all members of the community.

The following behaviours are considered non-negotiable and will not be tolerated:

1. Racist, homophobic, sexist, discriminatory, or prejudicial language towards any individual or group.
2. Sexual harassment, sexualised comments, unwanted physical contact, or any form of harmful sexual behaviour.
3. Verbal abuse, including threatening, intimidating, or deliberately upsetting others.
4. Physical aggression or violence towards pupils, staff, or visitors.
5. Deliberate damage to school property or the personal belongings of others.
6. Persistent disruption to teaching and learning that has a significant impact on the education and wellbeing of others.
7. Bullying, including cyberbullying, intimidation, and targeted harassment.

Restorative Practice

At Gosden House School, we believe that pupils should be supported to learn from their mistakes and repair relationships when things go wrong. Alongside appropriate consequences, pupils will be expected to engage in restorative conversations and actions that help them take responsibility for their behaviour, understand its impact on others and make amends where possible.

Through restorative practice, we aim to:

- Encourage accountability and reflection.
- Develop empathy and understanding.
- Repair and rebuild positive relationships.
- Support pupils in making better choices in the future.

Consequences

Breaches of these non-negotiables will be addressed in line with the school's Behaviour Policy. Depending on the nature, context and severity of the incident, consequences may include internal exclusion, suspension or, in the most serious cases, permanent exclusion.

By maintaining these expectations, we help ensure that all learners are safe, respected and able to learn, while developing the skills, behaviours and attitudes needed to become successful Gosden Graduates.

Whole School Approach



Routines and Boundaries



We will have good routines for arrival in school. We will remember the "first 5 minutes" and know that positive greetings count. We recognise that all transition times in the school day

need support: getting changed for PE/sports, moving round the school, assemblies, breaks, lunchtimes, the end of the day, on transport. (Appendix C)

PACE



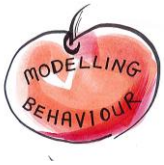
We keep in mind that we can help to regulate behaviour and reduce conflict if we use "Playfulness, Acceptance, Curiosity, and Empathy" in our relationships. Dan Hughes developed this attachment focused approach and it supports "connection before correction" for all. (Appendix B)

3 Rs + 1R



This is based on the work of neuroscientist Dr Bruce Perry and recommended by Beacon House. To enable the vulnerable child to learn, think and reflect it is best to intervene in a simple sequence. If a child is dysregulated emotionally/behaviourally, they cannot reason until we help them to **Regulate** their emotion (fight/flight/freeze response) and sooth their troubled nervous system. Then we need to **Relate** and connect and only then can we **Reason** and so support the child to reflect, repair, and be open and engaged enough to learn. The additional **R** is for **Repair.** This may be needed to enable re-connection, reduce shame and restore hope if a relationship has fractured.

Modelling



Children can learn about appropriate and inappropriate behaviour by their observation of others. They model their own behaviour on others' responses, so it is important for them to have the chance to observe and experience positive role modelling by those who teach, care and interact with them.

Bucket Filling



An approach and common language used throughout the school with students and staff. It focuses and encourages students to develop empathy, kindness, respect, fairness and a positive sense of community. It is a visual way that students can understand the motivation behind behaviour and help empower them to make positive changes in the way they treat each other.

Zones of Regulation



This programme, which promotes readiness to learn, is used to help students to identify their emotions thereby providing an opportunity to co and self-regulate or be aware of the help or strategies they may need to do so. This leads to them feeling they have more positive control over their behaviour and enhances their wellbeing and resilience. It may include responding to a child's sensory needs and we have received advice from the OT service to support its integration in school. We will use this approach to raise the individual's awareness NOT as a public display board of feelings.

Passports 2 Learning (P2L)



These are individualised plans to support students. They have been developed in collaboration with CAMHS and work alongside Zones of Regulation. A visual/colour coded

system is used to enable the identification of a student's emotional state dynamically and in a timely way as indicated by their behaviours so that appropriate strategies can be put in place to support the student, increase a sense of safety and reduce barriers to learning. Where possible these are written with the student so they can take ownership and agree strategies. They support the sharing of key information and knowledge of individual needs to all staff working with the student to promote consistency.

Positive Reinforcement



The essential encouragement and reinforcement of positive behaviour is supported in many different ways within the classroom, around the school and as a whole school community. Considerate, adapted use of praise and encouragement is used for all students no matter how small their individual steps of personal progress are. (Appendix D)

'Time In' not 'Time Out'



When a pupil becomes dysregulated or overwhelmed, they are supported by a trusted adult in a calm environment to help them regulate their emotions and feel safe. The focus is on support, understanding, and co-regulation rather than punishment, enabling the pupil to return to learning when they are ready.

Kindness to All



We believe everyone should be treated with kindness, respect, and understanding. We encourage all members of our school community—pupils, staff, parents, carers, governors, and visitors—to be caring, supportive, and considerate of others. By modelling kindness and positive relationships, we help our young people learn how to treat others with respect and contribute positively to their community.

Safeguarding Duties

All staff have a responsibility to consider whether any behaviour displayed by a pupil may be an indicator that they are suffering, or are at risk of suffering, harm. Where there are safeguarding concerns, staff must follow the school's Child Protection and Safeguarding Policy and procedures.

The school will also consider whether ongoing or persistent behaviours may be linked to unmet educational, social, emotional, mental health, communication, or safeguarding needs and will seek support from external agencies where appropriate.

Behaviour may be considered a safeguarding concern when it involves, but is not limited to:

- Physical abuse – violence, physically harming others, or encouraging the use of drugs or alcohol.
- Emotional abuse – manipulation, intimidation, coercion, threats, harassment, bullying, or online abuse.
- Sexual abuse – inappropriate touching, indecent exposure, sexual harassment, sexual violence, harmful sexual behaviour, child-on-child abuse, or sharing, creating, or possessing nude or semi-nude images.
- Exploitation – child sexual exploitation (CSE), child criminal exploitation (CCE), or encouraging others to engage in unsafe, inappropriate, or illegal activities.

Inappropriate Behaviour

By promoting an environment high in nurture and structure, we create a culture to foster our ethos and expectations. Our students require predictable routines and responses to behaviour. When behaviour is inappropriate and impacts on the student's or others' wellbeing, safety or opportunity to learn, we will support the individual to understand the natural consequences and learn skills and strategies to better cope. Adults will evaluate the situation and use their professional judgement to respond accordingly (refer Appendix G).

We recognise that behaviour is a form of communication and that not all behaviours are a matter of choice. Many factors that influence a pupil's behaviour may be beyond their immediate control. Through our whole-school approach (The Apples), staff support pupils to understand the impact of their actions, make positive choices where possible, and develop the social and emotional skills needed for the future. Our approach also aims to:

- Increase students' sense of responsibility
- See mistakes as part of learning
- Remove the struggle for power
- Be positive, regulating and respectful of the biology of stress.
- Increase independence and reinforce positive choice to improve behaviour through:
    - Allow 'time in' for reflection and restoration
    - The use of descriptive praise
    - Special responsibilities/ privileges
    - Preferred activities beyond the timetabled, e.g. soft play; IPad time; bike/ scooter
    - Promote communication with carers to celebrate achievement.

Behaviour should be viewed systemically and within the context of important relationships and the environment; i.e. a relational or functional communication pattern rather than an internal problem.

Encouraging parental engagement and involvement is crucial when addressing and planning support for student's social, emotional and wellbeing needs.

It is important that indicators of SEMH are clearly recognised, to ensure that it is not just students who are displaying observable and **active/ 'acting out' behaviours** (e.g. those who are non-compliant, show mood swings, verbal and physical aggression, those who abscond, who lack empathy or personal boundaries) that are identified.

Students who display more **passive behaviours** (e.g. those who present as withdrawn, isolated, disengaged and/or distracted, who avoid risks, appear very anxious, who refuse to accept praise, are reluctant to speak) sometimes go unnoticed because their behaviour can feel less challenging to manage.
It is also important to avoid viewing or labelling pupils whose behaviour is externalised, as less vulnerable than those who internalise their emotional distress.

Staff are trained in order to pause and, with curiosity, recognise and manage behaviours which are underpinned by a disability, sensory or attachment need/ trauma response e.g. distress rather than a tantrum, and to respond accordingly.

Consequences

When staff need to manage inappropriate behaviour they will be mindful of "two hands": The one to provide a boundary and containment of feelings and behaviour, and the other to co-regulate and be curious about the student's motives, wishes and desires in context. Behaviour can also stem from a functional or unmet need;
e.g. Think HALT – are they, Hungry, Angry, Lonely, Tired? (Dan Siegel)

We do not punish students, but understand that students will need boundaries to their behaviour and support after an incident to reflect on the behaviour displayed and its impact on themselves and others using PACE and restorative questions.
This may need to follow some time after the event: **Regulate-Relate-Reason-Repair**

- Staff will inform the student that the behaviour or reaction was not appropriate, avoiding language that could lead to shame or humiliation which are detrimental to wellbeing and self-esteem.
- The developmental age and specific needs of the student will be considered when deciding appropriate responses.

Example:

Behaviour	Response
Student disrupts activity or behaves in a way that makes others feel unsafe	• Student has break away according to individual P2L • Student helped to regulate (PACE/P2L) • Student supported to reflect • Student apologises for specific actions/ actively engages in reparation eg tidying up, catching up with work • Staff will reassure that inappropriate behaviour has been dealt with and all parties will move on • Ruptured relationships are repaired • A fresh start

Learning catch-up
Time allocated for student to catch up learning with a member of staff alongside to allow opportunity for reflection using restorative language and PACE providing opportunity to understand reason for refusal or difficulty in lesson.

Safe Place
Unstructured times, such as breaktimes, may provide an opportunity for additional reflection or regulation for some pupils, and staff should provide opportunities to promote self-awareness and co-regulation. It is important to know the child and understand their sensory, communication, and emotional needs. Some pupils may benefit from active opportunities, while others may need quiet time and space. A pupil may find unstructured times challenging and require adaptations to help them feel safe, supported, and successful. These arrangements should be regularly reviewed.
To further support pupils' wellbeing and emotional regulation, Gosden House offers a range of supported enrichment opportunities, including Calm Club and Buzz Club. These provide structured opportunities for pupils to access additional support, develop social skills, build confidence, regulate emotions, and engage positively with peers in a safe and nurturing environment.

A safe pastoral space will be available for pupils who need support with emotional regulation. Where this support is needed on a longer-term basis, it will be included in the pupil's Individual Passport to Learning and reviewed regularly.

Reparation
Reparation is the process of repairing relationships and, where appropriate, "making good" following an incident. Pupils are often more receptive to opportunities to repair than to punitive consequences. By focusing on reparation at the right time, pupils are more likely to develop an understanding of the impact their behaviour has on others and learn from the experience.
A restorative conversation with a trusted adult is used to support this process. These conversations help pupils reflect on what happened, understand the perspectives and feelings of others, take

responsibility where appropriate, and identify ways to repair relationships and move forward positively.
Likewise, staff may need time and space to reconnect and repair relationships following an incident.
Staff are encouraged to reflect on their own practice to better respond to future situations. Formal and informal systems are in place to enable staff to discuss and reflect on incidents, improve practice, and receive support, recognising that some staff may experience secondary stress.

Descriptive Praise
Staff tell pupils exactly and clearly, what they like about what they are doing so we reinforce the behaviour they want to promote, develop the relationship, build self-esteem and thereby reduce unwanted behaviours. This applies equally to those students whose behaviours are compliant or withdrawn as it does to those whose behaviour is more challenging. This benefits all members of the school community:
"I liked how you asked for a break when you needed it" (To self-regulate)
"I noticed you were being a good friend by helping John"
"Thank you for catching up with your work so quickly"
"I'm so pleased you came to talk about that worry".

Supporting Change and Transitions

Change and transitions can be particularly stressful for many pupils and may trigger feelings of anxiety, uncertainty, or a trauma response. Changes in staffing, routines, environments, and off-curriculum events can all be challenging, as can special dates, celebrations, and significant life events. Staff should be aware of the individual needs, experiences, and personal histories of pupils and provide appropriate support, preparation, and understanding during these times.
Positive relationships, consistency, predictability, and preparation are key to helping pupils feel safe during periods of change. Staff should use a range of supportive strategies tailored to the needs of the individual pupil and be responsive to any difficulties or "oops moments" that may arise.
Strategies that may be used include:

- PACE and other whole-school approaches.
- Seeking the involvement of a colleague to offer support or a change of "face".
- Use of a transitional object.
- Visual supports and Choice Boards.
- Adapting routines to increase a pupil's sense of safety and predictability.
- Use of sensory tools and sensory breaks to support regulation.
- Emotional regulation strategies, including breathing exercises, movement breaks, and calming activities.
- It may be appropriate to "Name it to Tame it" (Dan Siegel).
- Providing advance warning, countdowns, and preparation for upcoming changes.
- Pre-teaching and preparing pupils for changes in routines, staffing, or events.
- Phasing in transitions to new classes, staff, or environments to build familiarity and a sense of safety.
- Use of a trusted adult or key worker to provide reassurance and support.
- Use of Social Stories to prepare for change or overcome difficulties.

- Use of "Now and Next" approaches.
- Use of Makaton where appropriate to reduce language demands and support understanding.
- Use of photographs, transition booklets, visits, or visual resources to increase familiarity with new environments or routines.
- Access to safe spaces or pastoral support during times of heightened anxiety.
- Flexible expectations and reasonable adjustments during periods of change.
- Opportunities for pupils to ask questions, share concerns, and express their feelings about upcoming changes.
- Individual transition plans for pupils requiring additional support.
- Communication with transport staff, parents, carers, and other professionals to ensure a consistent and supportive approach.

Through careful planning, preparation, and supportive relationships, we aim to help pupils feel safe, understood, and able to manage change successfully.

Students and significant numbers of incidents

The expectation is that students and teachers will begin each lesson/ session with optimism. Students may have "oops moments" which are a one-off or tricky time of day. However, if students are regularly displaying a change in their "normal" behaviour it may be a sign that they are struggling emotionally or in a sensory way and we need to be curious about the reasons. Communication with parents/ carers is vital and we encourage parents and carers to discuss any issues that may be causing their child some concern. Where necessary we will:

- Regular and timetabled support from a member of the Pastoral Team
- Contact home to discuss the behaviour displayed and explore ways forward;
- Creatively explore, share ideas, problem solve and review;
- The student may have 1:1 opportunity to meet with their chosen member of staff;
- Consideration of student's emotional/ mental health needs, if necessary requesting consultation with a health professional or Safeguarding and Pastoral Support Lead, and referral to CAMHS/ Health with consent of parent /carer;
- Assessment of sensory/ physical needs through referral to Health services;
- Request for support through Early Help services;
- Risk assessment to ensure safety of child and others;
- Review of Passport to Learning.
- Personalised timetable with supportive interventions

Bullying (Including on-line bullying)

Refer to Anti-Bullying Policy.

- We do not tolerate bullying.
- All forms/ reports of bullying should never be ignored.
- All reported instances should be recorded on CPOMS as suspected bullying.
- Parents of all involved should be informed.

- Every reported incident must be addressed, in line with the Anti Bullying Policy and a restorative approach used.
- Students will be taught and supported to make safe decisions in their online activities whether at school or at home. When this goes wrong, they will be supported to learn from the experience.
- We will seek the support of external agencies such as the Police when deemed necessary to reinforce the dangers and risks.
- Parents/ carers will be supported to learn about online safety and how to reduce the risks to their child.

Gosden House is committed to the inclusion of all pupils and staff. We will not tolerate discrimination or abuse based on the protected characteristics of sex, race, disability, religion/ belief, sexual orientation, gender reassignment or pregnancy/ maternity.

Away from school visits, outings, activities and work experience.

Expectations and boundaries of behaviour when "off-site" will be the same as in school. At all stages of planning and organisation of off-site activities, a risk assessment will be carried out. The need for more support staff will be considered. In some cases a student may require an individualised risk assessment. We will always aim to be inclusive, but there may be times when alternative plans need to be made in consultation with parents. The Head Teacher retains the discretion to decide that a pupil remains at school rather than attend a visit/ outing. This decision would only be made in the interests of children's safety, and a risk assessment would be completed in order to inform that decision.

Procedures for Absconding

The school's response to a pupil who is missing or has left a supervised area will be based on the individual's needs, known risks, communication profile, and any relevant risk assessments.
If a pupil is suspected to be missing:

- SLT will be informed immediately.
- A coordinated search of the school site will be undertaken.
- Staff will respond in line with the pupil's individual needs and risk factors.
- Parents/carers will be informed where appropriate.
- The Police will be contacted immediately if there is a significant concern for the pupil's safety or if they remain unaccounted for.

All incidents will be recorded, reviewed, and followed up as necessary to ensure appropriate support and risk management.
For full guidance on the management of missing pupils, absconding incidents, search procedures, staff responsibilities, and escalation processes, staff must refer to the school's *Missing or Lost Students Protocol*.

Damage to Property

In line with our expectation of natural consequences to inappropriate behaviour, students are expected, at the appropriate time, to consider how they would like to make amends when they have caused damage to property. In cases of significant damage, and once the degree of damage and incident have been evaluated, a decision will be made if a contribution toward repair should be requested from parents.

Restraint and Restrictive Physical Intervention

Gosden House seeks to reduce the need for restraint and restrictive intervention through proactive, relational and preventative practice. The school has regard to the current Department for Education guidance on *Restrictive interventions, including use of reasonable force, in schools* (effective from 1 April 2026), the current guidance on *Use of reasonable force in schools* (effective until 31 March 2026) and the non-statutory guidance *Reducing the need for restraint and restrictive intervention* (2019).

Principles and legal context Any restrictive intervention must be lawful, necessary, reasonable, proportionate and used for the shortest possible time. Restrictive intervention is a last resort and must never be used as punishment, to secure routine compliance, or because a less restrictive response has not been tried with sufficient care. The school's first response is always to reduce distress, increase safety and use de-escalation, co-regulation and support strategies.

Staff training and preventative practice Staff are trained in de-escalation, regulation support, positive behaviour approaches and safeguarding. The school promotes proactive planning, calm environments, clear communication and individualised support through EHCPs, Passports to Learning and risk assessments. Supportive or guiding touch may sometimes be used appropriately, sensitively and in line with safeguarding expectations to reassure, guide or support a pupil. This is different from the use of reasonable force. If, in an emergency, reasonable force is necessary to prevent injury, serious damage to property or serious disruption, it must be the minimum necessary response and followed by review and recording.

Planned support and risk planning Where a pupil may be at greater risk of distress or unsafe behaviour, the school will use risk assessment, planning and reasonable adjustments to reduce that risk. Agreed strategies will be clearly set out in the pupil's Passport to Learning, EHCP and/or risk assessment as appropriate. These plans will focus on prevention, early intervention, communication, environmental adjustments, regulation support, access to trusted adults and safe ways to reduce escalation.

A short period of supervised time away from class or group may sometimes be used to support safety, regulation or learning. Any such internal removal will be used proportionately, explained to the pupil in an age-appropriate way, discussed with carers where appropriate, recorded in line with school procedures, and reviewed. Gosden House does not use seclusion. Any agreed pastoral or regulation space must be supervised, supportive and consistent with the school's safeguarding approach.

Unplanned or emergency interventions In unforeseen situations requiring immediate action, staff may need to intervene to keep a pupil or others safe. Any response must be a reasonable, proportionate and necessary reaction to the presenting risk, and must use the minimum force for

the shortest time needed. As soon as it is safe to do so, staff will return to de-escalation, co-regulation and support.
Recording, reporting and accountability The school will record and review significant incidents involving the use of force or other restrictive intervention in line with current guidance and school procedures. Records will be completed promptly, include the context and actions taken, and support reflective review to reduce future risk. Parents or carers will be informed after significant incidents as soon as practicable and in line with safeguarding procedures.
Post-incident support and review Following any incident, the welfare of the pupil, staff and others involved will be prioritised. The pupil will be supported to recover and re-regulate, and staff will have an opportunity to reflect on what happened, what support was needed, and what changes may reduce the likelihood of recurrence. Where appropriate, plans and risk assessments will be reviewed with carers and relevant professionals.

Recording of incidents

At Gosden House, we use CPOMS as our primary recording tool to monitor and track pupil behaviour, safeguarding concerns, communications with parents/carers, and involvement with external agencies. This enables us to monitor patterns, evaluate the effectiveness of support, celebrate progress, and identify any areas of concern.
The 2026–2027 academic year will be a transition year as we begin to introduce Arbor as our new management information system. During this period, CPOMS will remain the main recording platform for behaviour, safeguarding, welfare concerns, and pastoral records, while Arbor is implemented and embedded across the school. Staff will continue to record incidents and concerns in CPOMS in line with school procedures throughout the transition period.

Roles and Responsibilities

Responsibilities

- All staff are responsible for supporting the needs of pupils across the school. Where a pupil is experiencing difficulties, they should be treated with respect, dignity, and understanding.
- Staff should use calm, supportive, and professional communication. Shouting, shaming, or language that may humiliate a pupil should not be used. However, a raised voice may be used where it is necessary to gain immediate attention or prevent a pupil or others from coming to harm, particularly where there is an immediate safety risk.
- Staff will have individual discussions with pupils to support them with issues arising and will adopt the key principles contained within this policy.
- Staff will seek to understand the underlying reasons for a pupil's behaviour and respond in a way that promotes safety, regulation, and positive relationships.
- This wording allows for emergency situations without endorsing shouting as a behaviour-management strategy.

Roles

Teachers:

- Ensure parent/ carer is contacted when there are ongoing issues.
- If there has been a one off significant issue discuss with SLT/ DSL when appropriate (see appendix F).

- Feed back positives and make connections with parents/ carers to encourage ongoing dialogue.
- Use reporting system (CPOMS) to record concerns or significant contacts with students, parents/carers or other agencies.
- Maintain Passports to Learning where relevant.
- Seek support and liaise with SLT and other professionals.

Parents:

- Inform the school of any concerns.
- Have an open dialogue with the school to enable supportive partnerships with school and when support is sought from external agencies.

Learning Assistants:

- Provide specific support for children experiencing difficulties whether an ongoing need or immediate short term need.
- Provide support in class and at breaks and lunchtimes.
- Provide 1:1 or group work to facilitate learning and support emotional needs.
- Support nurturing experiences such as breakfast club, enrichment clubs.

SLT/ DSLs/ Safeguarding & Pastoral Support Lead

- Lead the ethos of the school and this Policy and ensure effective implementation.
- Ensure effective training of staff.
- Oversee the specific needs of students across the school.
- Provide support to staff, students, parents and liaise with external agencies as necessary.
- Line management of staff as determined by staff structure.
- Ensure reporting, tracking and monitoring of incidents or additional support needs is recorded and updated.

Head Teacher:

- Lead the ethos of the school and this Policy.
- Work with the Governors to consider trends and resource implications.
- Is the only person authorised to exclude a student, in their absence Deputy Head has authority.

Governors:

- Awareness of Policy and reviewing effectiveness and development.

Wider School Community

- All members of the Gosden House community, including pupils, staff, parents, carers, governors, volunteers, transport staff, and visitors, have a responsibility to contribute to a safe, respectful, and inclusive environment.
- All members of the school community are expected to model kindness, respect, and positive relationships for our young people.
- Parents and carers are encouraged to work in partnership with the school, sharing relevant information and supporting agreed approaches to meet their child's needs.

- Visitors, volunteers, and external professionals are expected to follow the school's safeguarding, behaviour, and health and safety procedures whilst on site.
- We recognise that strong partnerships between school, home, transport providers, and external agencies are essential in supporting pupils' wellbeing, learning, behaviour, and emotional development.
- Through open communication, mutual respect, and a shared commitment to our values, we aim to create a school community where everyone feels safe, valued, and supported.

Appendices

Appendix A Supporting Self-Regulation and Building Resilience

Our relationships within the school community are supported by the Staff Code of Conduct. This is the framework that helps us provide good role models for our students and our relationships with parents and other stakeholders.
"It takes a village to raise a child." (Attributed to an African Proverb).

Our relationships with students are crucial. **"Every interaction is an intervention"** (Dr Karen Treisman).

To foster successful, enabling relationships we need to:

- Actively earn trust and rapport by investing in relationships and promoting joy and comfort.
- Have high expectations of all students and demonstrate our belief in them being able to succeed.
- Treat students with respect and dignity by communicating clearly and carefully in a way they can access and being mindful of how we talk about their behaviour around others.
- Listen respectfully and, using our whole school approaches, make a judgement about how/ when to respond.
- Consider the meaning of behaviour using our knowledge of the student and the context.
- Be non-judgemental about students' life experiences, but use our knowledge and data to inform our planning and support.
- Keep our word and see things through with reflection and restorative practice.
- Focus on strengths and skill acquisition. Advocate for the student.
- Apologise for our own mistakes. We are modelling repair for the student and building respect.
- Name and manage our own emotional reactions to students' behaviours to demonstrate emotional intelligence. Ask for support/ Supervision from others in a timely way if we are struggling with feelings about a student or their behaviours.
- Quietly but firmly hold appropriate boundaries for students.
- Recognise the importance of parents in supporting students' behaviour and to reflect and plan with them to enable consistency of approach.

- Work to establish and build collaborative, respectful relationships with other professionals such as from Health, Therapies, Social Care etc.

- Enable older students to act as positive role models for younger students both in learning and social contexts.

- Understand that touch is an essential element of attachment awareness and that there may be times when touch is beneficial if not inevitable. Touch, as an effective and powerful non-verbal tool, must be individual child centred, not staff centred and meet the requirements of safeguarding and protecting students.

- Sometimes redirect or support a student, being mindful not to escalate a situation, by guiding/ comforting them using a hand/ arm around a shoulder. There may be times when students with physical/ personal or sensory needs may require a specific intervention and individual plans will be followed.

Appendix B: **PACE**

Developed by Dan Hughes in his clinical work with families, but now broadly used by staff and practitioners in a range of settings as a way of "being" and to promote an attachment aware, relational approach. The approach is backed up by developments in neuroscience and a greater understanding of brain based approaches to understanding trauma, stress and co-regulation.

Playfulness = spontaneity, openness and exploration; have fun and share enjoyment with the student. Using playfulness can diffuse a tense situation and can help to manage minor behaviours if used appropriately.

Acceptance = involves unconditional positive regard for the student. Accept the student's inner experience without judgement and make sense of why they are behaving in that way. It does not mean accepting the negative behaviour, but accepting the reasons behind the behaviour. When necessary criticise the behaviour, not the student.

Curiosity = involves wondering about reasons behind the behaviour, rather than being reactive or angry. This shows the student that you care and wish to help them make sense of their feelings, wishes, motives, experiences. Use phrases like, "I wonder if you might be feeling like this because…." to open up discussion with the student.

Empathy = involves showing the student that you "get" how hard they are finding things and it reassures them that you want to help them manage. Validate the student's experience with phrases such as, "I know how hard that must've been for you…" and work together to find ways to support them.

Example of PACE in action:

A student in a heightened state of anxiety, runs off, attempts to climb a fence and is not following instructions to come down.

- Playfulness – Use playful language to de-escalate the situation. "Goodness me I really would rather you came down. Problem is that if you fall I will have to fill out a lot of forms and I'm a bit like you - I don't really like writing."

- Acceptance - The pupil is experiencing extreme anxiety as a result of a fall out with a friend and that this is a real experience. Communicate that you accept how they feel (e.g. "I can see that this has made you feel really upset"). Avoid saying things like, "Oh it doesn't matter, don't be upset about a silly fall out."

- Curiosity - Enquire and check what the young person's emotional experience is. "I wonder if you're feeling angry because of what X just said?"

- Empathy - Show that you understand how difficult they are finding things. "I understand that this must be really difficult for you. I know that when I am feeling upset I just want to run away from everything."

Using PACE and a calm approach, the pupil's anxiety decreases and they come down off the fence. They may then be offered some time to co-regulate. Instead of imposing consequences, once the pupil is calm, a discussion is had about the dangers of climbing the fence. The pupil is able to reflect on their behaviour and think of alternative things they could do next time (e.g. request to go for a sensory break).

Appendix C Supporting positive behaviours in class

Routines

Consistent class/ lesson/ activity routines support our students to understand expectations, manage anxiety and mentally and physically prepare themselves for their day – allowing them to learn how to self-regulate, engage with learning/ activities and manage their behaviours positively. You will need to teach routines for all activities. The more consistency there is over routines, the easier it is for our students. Routines also support their emotional resilience, behaviours and prepare for learning.

Class teams should also reflect on how they support students to adapt to changes to routines and how they prepare them for changes, as this is an important life skill and can be a challenge for children with complex additional needs. Changes to routines should be practised using appropriate visual resources to allow our pupils to learn that changes can be managed in a positive manner.

Communication and social interaction difficulties

Most of our students need support in developing their communication, social interaction skills and social imagination skills (to cope with changes to familiar routines) to develop effective self-regulation skills that enable them to positively manage their behaviour throughout their school day. Behaviour that challenges is often the result of a breakdown in communication. To support a student who has become dysregulated or in distress we should aim to understand the trigger or function of the behaviour, i.e. what is causing the student to become distressed. Class teams need to have strategies in place to support students to express how they are feeling and how we can meet their needs proactively. Class teams need to consider the following and how it can impact on our students' ability to regulate and manage their behaviour positively:

- Communication devices and strategies should work both ways: to give instructions but also to allow our pupils to have a voice, make choices and express their needs.
- That our students often need time to process information.
- Some of our students have difficulty with verbal and non-verbal communication (body language/ facial expression/ tone of voice).
- Difficulty with understanding, or consistently remembering social rules and conventions.
- Difficulty in understanding their own emotions and how to tell an adult what they are feeling.
- Difficulty in understanding other people's emotions.
- Difficulty predicting what will/ could happen next – this can cause anxiety.
- Lack of awareness of danger or risk
- Need to be prepared for changes and transitions.
- Difficulty in coping in new or unfamiliar situations.
- Difficulty with managing social expectations and/ or interactions with peers, including friendships and bullying.

- Sensory overwhelm.

Visual resources and other communication supports

- Visuals allow time for language processing.
- Social stories.
- Visuals prepare students for transitions allowing them to feel less anxious and self-regulate better, e.g. "Now and Next" and transitional objects.
- Visuals help build independence, confidence and self-esteem.
- Visuals are transferable between environments and people, e.g. between home and school or when going on trips or visits off-site.
- Use of visuals are helpful when students have become dysregulated as it replaces verbal communication and social interaction which in times of distress can hinder de-escalation.
- Visuals reduce anxiety which impacts on self-regulation and positive behaviour.
- Restorative Approach - We reflect and communicate in a non-judgemental way. We use restorative questions to promote telling the truth, taking responsibility, acknowledging harm and accountability.

Appendix D Positive Reinforcement

We recognise that students benefit from praise and that it reinforces positive self-development and esteem. However, we are mindful that some students may find being "celebrated" difficult and so our responses need to be adapted. Some of the tools used at Gosden…

- Whole School and Department assemblies are an invaluable way to teach and reinforce positive behaviour and whole school expectations.
- The school has a student driven Anti-Bullying charter developed and reviewed yearly by the school council. All students sign up to the charter and its values. This charter is displayed around the school.
- Bucket Filling is used throughout the school by staff and students. This approach helps students to understand the positive and negative impact they can have on others and helps to develop empathy.
- Whole school focus days/ weeks are also beneficial in guiding and teaching students about their rights and responsibilities as citizens of the school and wider community. These include 'Internet Safety Day', Hello Yellow day and Diversity week.
- "Brilliants" and Star of the Week assemblies.
- Stickers - give instant feedback for good work or attitude. Sticker cards or charts should not be publicly displayed.
- Whole class reward schemes eg. jars of joy.
- The Secondary Toolbox is a recognition and reward system that is used to develop the 10 'key tools' our leaners need to lead positive and rewarding lives in the future. 'Tool' Stickers are given when students have achieved one of the key tools – Success is communicated by a personal letter, posted to the student's home.
- Throughout our Citizenship, RSE and RE curriculum key messages and themes are linked together including the importance of respect, tolerance, kindness and empathy within school and the outside world.
- Lunchtime enrichment clubs.
- Outdoor learning/ Horticulture/ Animals/ Arts/ Sport/ Bakehouse Café, Hairdressing, Gym, Enrichment Programme.

Appendix E Supporting students with Social, Emotional and Mental Health needs

Students can experience a range of learning, social, emotional and health difficulties, which manifest themselves in different ways. These may include displaying challenging, disruptive or disturbing behaviour or showing difficulties of a withdrawn nature. These can potentially reflect an underlying SEMH difficulty, social communication disorder, speech and language difficulties, sensory needs associated with disability or developmental trauma/attachment difficulties etc. It is also common for our students to experience high levels of anxiety alongside Neurodevelopmental conditions/ syndromes/ complex health needs.

Therefore, students with complex needs and experiences may struggle to maintain a "window of tolerance" within which they feel safe, comfortable and able to learn. If the student is on high alert/ dysregulated or showing signs of withdrawal, we have a duty to be curious about the reason and strive to reduce stress, fear, and to co-regulate or adapt the environment or expectation that is the barrier to learning. Our understanding of the brain (adults' and children's) and its response to stress/ alarm supports us in recognising the need to calm the "downstairs" brain in order to bring the "upstairs" or "thinking" brain back on line and able to function (Dan Siegel). https://www.youtube.com/watch?v=gm9CIJ74Oxw

Key principles in supporting the universal needs of all pupils: -

- All behaviour (positive or negative) is a reflection of a person's emotional state.
- Understand brain development and biology and the impact of stress and fear on behaviour.
- Children have different 'stress windows of tolerance' at different times.
- You can't always see the 'trigger'.
- Behaviours communicate a need.
- Scared children can do scary things.
- Don't take things personally.
- Negative behaviour mostly comes from an unconscious place.
- In times of stress children's thinking process is distorted and confused and short term memory is suppressed.
- Children who are dysregulated are unable to access the thinking part of their brain.
- Children without the strategies and skills need to manage their emotions need to be supported.

How we support the universal needs of all pupils:

- Use of natural consequences rather than 'punishments';
- High Structure (strong routines and boundaries) with High Nurture;
- The use of PACE (Playfulness, Acceptance, Curiosity, Empathy);
- Use 'wondering' statements in order to explore the potential root of the behaviour;
- Give children time, space and support when dysregulated BEFORE attempting to deal with the behaviour;
- Engage children at an emotional level;
- Daily/ regular check-ins with student

- Regulate our own emotions;
- Time in, not time out - Using staff proximity to help regulate and support sense of safety;
- Naming need - Empathetic Commentary;
- Access to learning mentors/ key staff;
- Understand that any traumas in a child's life can impact on behaviour;
- De-escalation strategies.
- Soft play/ sensory space
- Physical/ sensory activities
- Journaling
- Animal/ Arts Intervention
- Breathing and yoga/grounding exercises

How we support children with additional SEMH needs

The majority of our students have their emotional needs met through the universal and targeted approach in the school. Additional mental health needs are identified by members of staff, parents/ carers, other professionals or other students raising a concern, or through the tracking of incidents logged on CPOMS.

Following the identification of a child with additional SEMH needs, we: -

- Meet with staff, child and discuss with parents to explore the issues and develop a plan or approach (a key approach is non-judgemental listening);
- Observe the child in lessons or at other times presenting difficulty;
- Review approaches to teaching, environment, access to learning and relationships.

Following this, support will be given in a range of ways:

Regulation time:

- A safe space/ member of staff
- Self-elected withdrawal – student with known support needs may ask to remove themselves from the situation when they are developing the skills to recognise this is a way to prevent escalation. A trusted adult will be nearby to support and co regulate when the student is ready.

1:1 support to reduce anxieties:

- In class support
- Transition support during day
- Targeted break time support
- HSLW/Pastoral support
- Individual Safety Planning
- Personalised timetable

In class amended provision:

- Targeted use of sensory supports, e.g. fidget toys, stress balls, chewies
- Safe space/ tent, weighted lap pad, wrapping
- Removal of shoes to 'ground' and connect
- Working on floor/ tummies
- Environmental positions/ workstations that support focus, e.g. when a child is hyper- vigilant

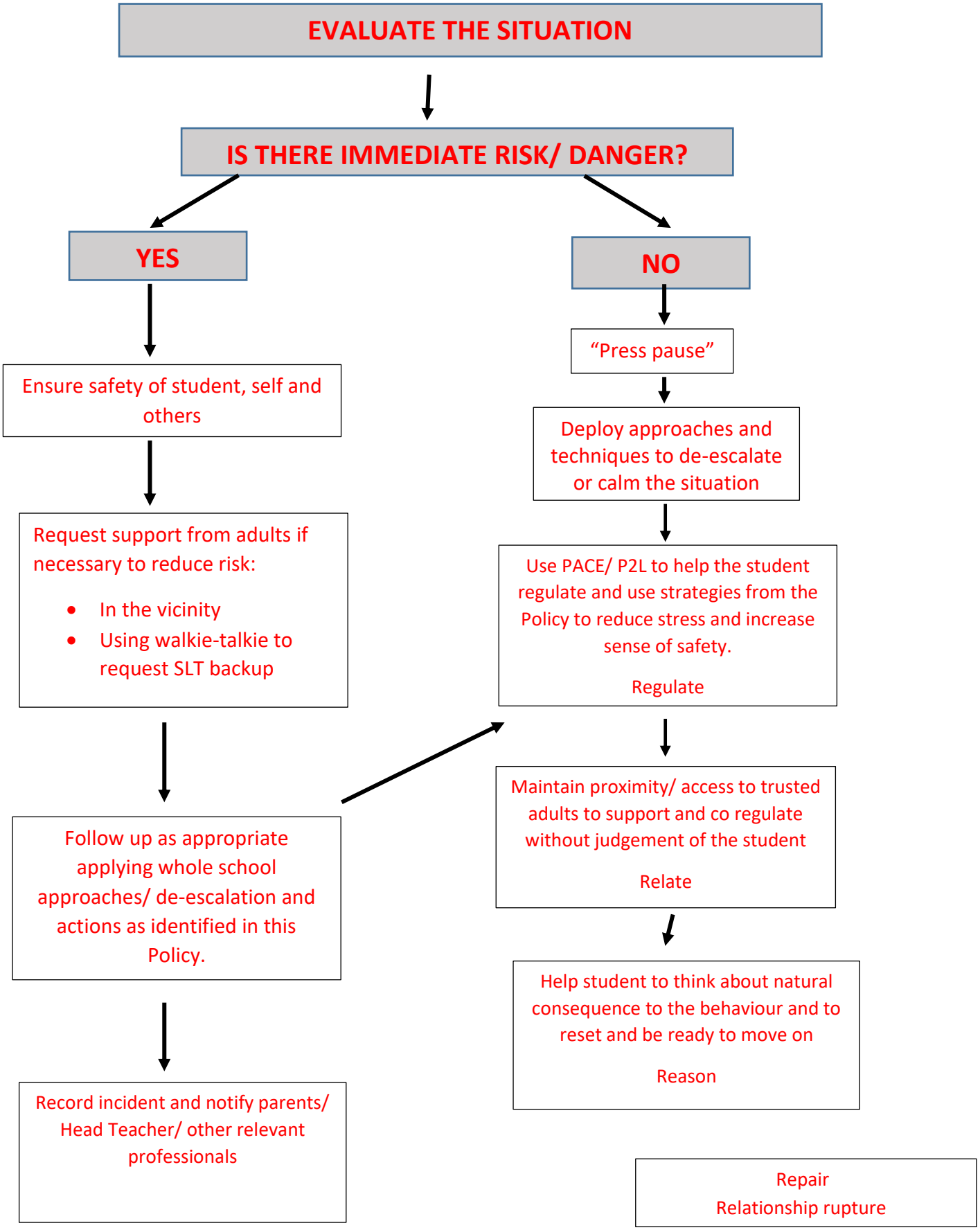
External support/ assessments/ consultation:

- CYPS LD team/ Psychologist/Psychiatry
- CAMHS Specialist teams (New Leaf CiC) (STARS) (ACT)
- School Nurse
- Paediatric Therapies
- Educational Psychology

NB: Self- Harm or Self- Injury is when a student physically harms themselves in some way. A sensory seeking behaviour or a coping mechanism for managing an overwhelming emotional state.

There is a separate school Policy for Self Harm, which explains the needs and our response in more depth.

Appendix F What to do if a student is showing inappropriate behaviour?



Appendix G Breaks and Lunchtimes

These unstructured times are important for students to release energy, develop social and play skills and connect with peers. However, we know that these unstructured times and the transitions involved can be challenging for students with complex additional, learning and emotional needs.

Staff supervise students at these times and structured/ enrichment activities are available for students to use. These provide opportunities for physical activity or for quieter clubs or pastimes. Inevitably, there are times when a student will be challenged by an incident or a falling out with a friend. They are encouraged to seek adult support, and there are times when intervention is required to defuse or de-escalate a situation. In these circumstances the same approaches should be used as are used across the school.

There may be times when it is advisable to reduce the stress and anxiety for a student, by providing them with an opportunity to stay in proximity to a key adult and possibly not go out to play or socialise as they are not able to stay safe or feel able to regulate their emotional state. The students who may derive benefit from the chance to "let off steam" can also be the ones who find these unstructured periods of the day the most difficult.

Occasionally it may be necessary for some catch up time for learning missed to be used at a break time. As ever, we need to be curious about what a student is demonstrating by behaviour - if it is avoidant and whether more support is needed to build their confidence, play, and social skills. It may be that a student always finds lining up or transition back to class is difficult.

The lunch time experience is encouraged to support the development of social and life skills. However some students may need additional support due to sensory issues (taste, texture, noise) or particular dietary needs or social communication/ emotional triggers. Any incident or concerns at lunchtime would be recorded on CPOMS in the usual way. Close liaison with parents and other professionals is indicated if there are particular difficulties with foods, eating or other health concerns. Please refer to School Food Policy.

At Gosden House School, we recognise that pupils learn best when they feel safe, connected, regulated and ready for the day ahead. Breakfast Club provides a nurturing start to the school day, offering pupils the opportunity to access a healthy breakfast, positive social interaction and support from trusted adults.
No pupil will be turned away from Breakfast Club because they are not in receipt of funding. We are committed to ensuring that all pupils have access to a positive start to the day and that their basic needs are met. We believe that meeting pupils' physical, emotional and social needs supports wellbeing, emotional regulation, readiness to learn and successful engagement throughout the school day.
Through Breakfast Club, we aim to provide a calm, welcoming environment where pupils can develop positive relationships, feel a sense of belonging and begin the day feeling safe, regulated and ready to learn.

Appendix H Allegations against staff

Allegations will be reported to the Head Teacher or, if about the Head Teacher, the Chair of Governors. The procedure is outlined in the Whistleblowing Policy.

Searching students and/ or their possessions

Gosden House adheres to the current Department for Education guidance on *Searching, screening and confiscation in schools* (updated July 2023) and the guidance on *Use of reasonable force in schools* where relevant.

Where there is information, or a reasonable belief, that a pupil may have a prohibited item or an item which may be used to cause harm, commit an offence or damage property, the school may consider a search of the pupil or their possessions in line with current guidance. Consent will usually be sought before a search is carried out. However, the Head Teacher or authorised members of staff may search without consent where there are reasonable grounds for suspecting that a pupil has a prohibited item or another item that is likely to be used to cause injury, commit an offence or damage property.

Only the Head Teacher or authorised members of staff may carry out a search without consent. Any search by school staff will be limited to outer clothing, pockets, bags, lockers, desks or other school property where appropriate. The school will never carry out an intimate search.

Searches will normally be carried out by a member of staff of the same gender as the pupil and in the presence of another member of staff. Any departure from this would only be in the limited circumstances permitted by current guidance, where delaying the search would create a greater risk.

Parents or carers will be informed of any search of their child or their child's possessions as soon as practicable. The school will keep a record of searches carried out, the outcome, any items confiscated and any follow-up action taken, in line with school procedures. Where an electronic device is involved, the school will act in accordance with current guidance and safeguarding procedures, and may seek Police advice where there are safeguarding or potential criminal concerns.
Any search carried out by the Police on school premises will be overseen by the Head Teacher or a nominated deputy. If there are concerns about safety, dignity, lawfulness or procedure, these will be raised immediately with the officer(s).

Appendix I Suspension and exclusion

Gosden House follows the statutory guidance *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*. The current guidance in force was updated in August 2024, with a further update published in May 2026 that comes into force from 26 July 2026. Suspension and permanent exclusion are serious sanctions and will only be used where lawful, necessary and proportionate, and after careful consideration of the individual circumstances. Only the Head Teacher has the power to suspend or permanently exclude a pupil. The school will follow statutory procedures and work in consultation with the Local Authority where required.

At times, a pupil may need a short period of supervised time away from their class or group in order to support safety, regulation or learning. Any such internal removal will be used proportionately, explained to the pupil in an age-appropriate way, discussed with carers where appropriate, recorded in line with school procedures, and reviewed.

Suspension will only be used as a last resort where other strategies have not been sufficient and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. The school will consider the pupil's age, SEND, social and family circumstances, safeguarding needs, and the support that may help prevent recurrence when making any decision.

Where a suspension takes place, parents or carers will be informed promptly of the reasons, the length of the suspension, and the support and next steps available. The school will work with the pupil, family and relevant professionals to plan for reintegration and reduce the risk of recurrence.

Appendix J Missing or Lost Students Protocol

Rationale

We are fortunate in having a large school site, including sprawling buildings and a range of features and natural landscapes. At Gosden House our safeguarding duties include ensuring children are safe within our school site and that the school site itself is as secure as possible. In addition, the following measures are in place to prevent a child going missing or becoming lost.

- Both sets of main gates are locked during the school day to ensure the outdoor area is secure from the road
- Different areas of the school site are fenced, with gated access to prevent students leaving/accessing areas either by mistake or without adequate supervision
- Areas of the school site are 'out of bounds' without adult supervision, including the sports field, orchard and conservation area.
- SLT on taxi duty at the beginning and end of the day to supervise students exiting and boarding transport to minimise any risk of students leaving the school unaccompanied
- Supervision of children at all times of the day, including breaktime and lunchtime
- All classroom teams, office staff and SLT use walkie-talkies to keep in communication
- Risk assessments and pre-visits conducted before trips and visits to minimise the risk of children becoming lost on a trip or visit

The following procedures will apply in the unlikely event of a child being lost or going missing.

Children lost within the school or its grounds

1. A member of staff noticing a child missing should carefully search all the areas used by that group of children since the child was last seen, ensuring that the rest of the children are adequately supervised by other staff members and not caused undue anxiety
2. If the child is not found after a search of the immediate area, the member of staff should inform the Head or the SLT staff deputising, giving the name of the child, their last known location and the time they were last seen. Additionally, inform the site manager, whose team may have seen the child.
3. The Head of School, will calmly organise a search of the rest of the building and the outdoor area, using identified staff to assist with the search, with access to the river and the side of the site adjacent to the road, a priority. Staff to be deployed to monitor the site exit gates.
4. If the child is not found, the child's parents should be alerted.
5. If the child is not found after 20 minutes the police will be called, to inform them of a missing child.
6. Further guidance will then be taken from the police.

Children who have left the school site

1. A member of staff noticing a child leaving the school site without authorisation should immediately request assistance from another member of staff, who will inform SLT that a child has left the school site.
2. As soon as practically possible, the child's parents should be informed that the child has left the school site.
3. One member of staff will ensure the child is followed, keeping them in sight at all times, where possible.
4. Depending on the situation, and the child's emotional presentation and the age of the child, it may be safer to keep a watchful eye on the child from a distance rather than approaching the child. The child's safety is paramount, and a child should not be approached or pursued if they are posing a risk to themselves or others. However, if the staff member perceives a risk to the child from a danger, they are unable to assess for themselves, such as the busy road, then the staff member will calmly approach the child and stop them.
5. A second member of staff, preferably a senior leader, may join the member of staff in pursuit of the child if it is safe to do so.
6. Where possible, the child is encouraged to return to school.
7. If the child becomes lost, the member of staff should contact the school immediately, who will inform the parents and contact the police.
8. Further guidance will then be taken from the police.

Children lost on a trip

Action to be taken detailed in a separate document,

'GOSDEN HOUSE – Emergency Procedures for Visit Leader'

Following a critical incident of a missing or lost child

1. On the day of the incident, the Head will notify the school's Governing body.
2. On the day of the incident, the Head will notify the Local Authority Safeguarding Team.

JC Nov25

Appendix K References and Resources and Useful Graphics

Brighton and Hove City Council
https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Behaviour%20Regulation%20Policy%20Guidance%20-%20Sep%2018_1.pdf

Department for Education (May 2014). *The Equality Act 2010 and schools.* Crown Copyright.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Department for Education (August 2024; updated May 2026). *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.* Crown Copyright.

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Childrens_Mental_Health.pdf

HM Government (June 2019). *Reducing the need for restraint and restrictive intervention.* Crown Copyright.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf
Department for Education (effective from 1 April 2026). *Restrictive interventions, including use of reasonable force, in schools.* Crown Copyright.
Department for Education (published 2013; updated 18 December 2025; effective until 31 March 2026). *Use of reasonable force in schools.* Crown Copyright.

Bucket filling:
https://www.youtube.com/watch?v=3EuemNAo6XE

https://www.zonesofregulation.com/learn-more-about-the-zones.html

https://beaconhouse.org.uk/useful-resources/

http://www.innerworldwork.co.uk/

'All of us, from the cradle to the grave, are happiest when life is organised as a series of excursions, long or short, from the secure base provided by our attachment figures' (Bowlby, 1988)
'The concept of a secure base is essential to our understanding of relationship

formation and children's development. It links attachment and exploration and provides the basis of a secure attachment.'
(Schofield and Beek, 2014

Secure Base Information - University of East Anglia

Emotion Coaching:
https://www.emotioncoachinguk.com/

www.youtube.com/watch?v=7KJa32r07xkhttp

Dr Karen Treisman – TED Talk

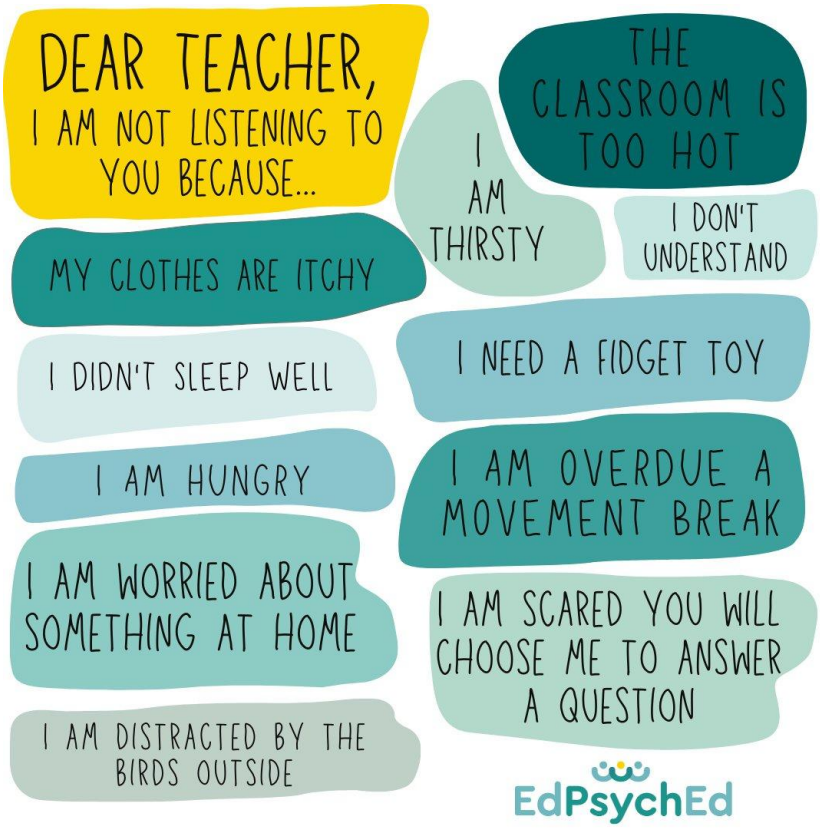
https://www.youtube.com/watch?v=PTsPdMqVwBg

Siegel, Dr D. (2001). *The developing mind.* New York: The Guildford Press.

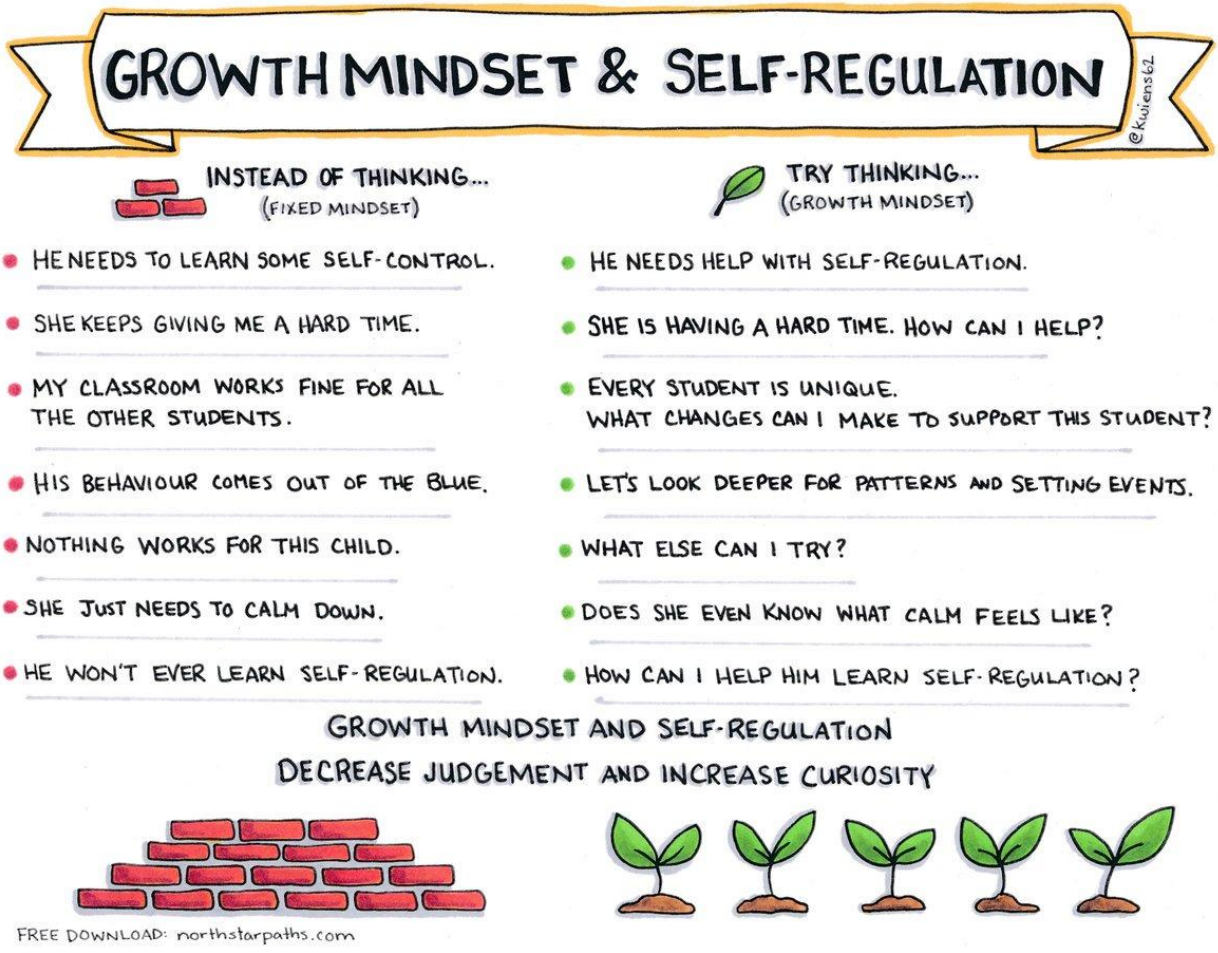
https://www.annafreud.org/schools-and-colleges/resources/

Restoring dignity in children and young people who have experienced relational trauma and losses. - Touchbase

Publications - Touchbase

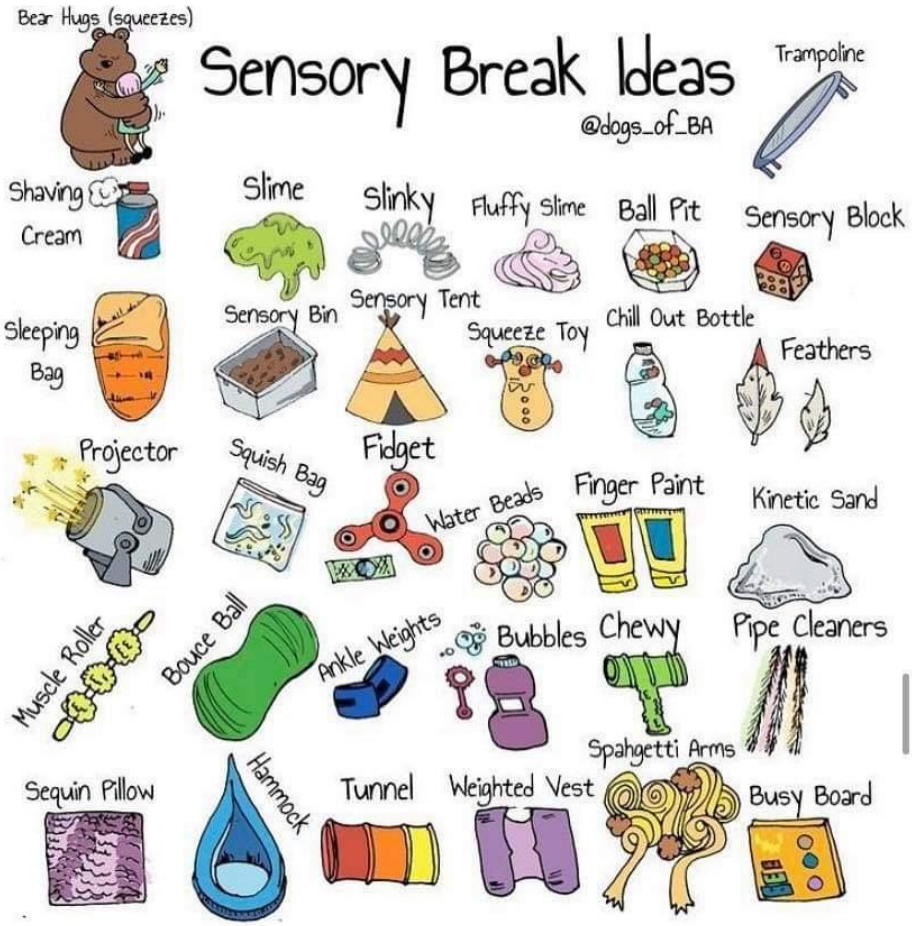



What if...
Beacon House
Therapeutic Services and Trauma Team
We can't help children change their behaviour by making them feel bad for what they've done.
Remember, they already feel bad.
Instead, show them that you care and help them find calm.
Sometime later, when you feel regulated...
...choose a quiet moment and ask them, with kindness in your voice, to be curious about what happened...
...then you'll help them to change their behaviour.
...we are curious about behaviour?
www.beaconhouse.org.uk
Follow us:
@BeaconHouseTeam


GROWTH MINDSET & SELF-REGULATION
@kwiens62
INSTEAD OF THINKING... (FIXED MINDSET)
TRY THINKING... (GROWTH MINDSET)
HE NEEDS TO LEARN SOME SELF-CONTROL.
HE NEEDS HELP WITH SELF-REGULATION.
SHE KEEPS GIVING ME A HARD TIME.
SHE IS HAVING A HARD TIME. HOW CAN I HELP?
MY CLASSROOM WORKS FINE FOR ALL THE OTHER STUDENTS.
EVERY STUDENT IS UNIQUE. WHAT CHANGES CAN I MAKE TO SUPPORT THIS STUDENT?
HIS BEHAVIOUR COMES OUT OF THE BLUE.
LET'S LOOK DEEPER FOR PATTERNS AND SETTING EVENTS.
NOTHING WORKS FOR THIS CHILD.
WHAT ELSE CAN I TRY?
SHE JUST NEEDS TO CALM DOWN.
DOES SHE EVEN KNOW WHAT CALM FEELS LIKE?
HE WON'T EVER LEARN SELF-REGULATION.
HOW CAN I HELP HIM LEARN SELF-REGULATION?
GROWTH MINDSET AND SELF-REGULATION
DECREASE JUDGEMENT AND INCREASE CURIOSITY
FREE DOWNLOAD: northstarpaths.com


9 REASONS TO USE VISUALS
www.northstarpaths.com
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• VISUALS ARE PERMANENT (SPOKEN WORDS DISAPPEAR)
• VISUALS ALLOW TIME FOR LANGUAGE PROCESSING
FIRST
THEN
• VISUALS PREPARE STUDENTS FOR TRANSITIONS
• VISUALS HELP KIDS SEE WHAT YOU MEAN
TODAY
• VISUALS HELP ALL STUDENTS
I DID IT MYSELF!
• VISUALS HELP BUILD INDEPENDENCE
• VISUALS ARE TRANSFERABLE BETWEEN ENVIRONMENTS AND PEOPLE
CLEAN UP
• VISUALS HAVE NO ATTITUDE
· NO TONE · NO FRUSTRATION
· NO DISAPPROVAL
• VISUALS HELP REDUCE ANXIETY


Thank you for letting me know
acceptance
Connection before correction
All thoughts + feelings are ok
Mindful
Moffle
Staying with the uncomfortable
story telling voice
Let's find a way to make this fun.
PACE
Slow down to get there quicker
playfulness
Lets splash together!
FUN TIMES
curiosity
It's an ATTITUDE
Lets figure this out together
empathy
What's shareable is bearable
unconditional positive regard
What happened to you?
@themoffles



NB Not all above are available/recommended in school.