



Behaviour Policy

Tree of Life Educational and Therapeutic Input Ltd

Review date: 11/9/2025

1. Our Ethos

At [Tree of Life Educational and Therapeutic Input Ltd](#), we recognise that many of our pupils have complex social, emotional and mental health (SEMH) needs, including autism and other special educational needs outlined in their EHCPs. Due to these needs, misunderstandings, communication breakdowns and difficulties with emotional regulation are inevitable.

Our approach is not about 'managing behaviour' in isolation, but about supporting our pupils to:

- - Develop the thinking, communication, and self-regulation skills they need.
- - Learn positive strategies to manage uncertainty, anxiety and frustration.
- - Build resilience, empathy and positive relationships in a safe and structured environment.

2. Our Commitment

[Tree of Life Educational and Therapeutic Input Ltd](#) is committed to:

- - Avoiding unnecessary conflict by promoting understanding, co-regulation and proactive support.
- - Maintaining high expectations while recognising individual differences.
- - Supporting pupils to repair relationships and restore trust after incidents.
- - Working closely with families and professionals to ensure consistency and the best outcomes for each pupil.

3. Staff Approach

- - Staff develop a detailed understanding of each pupil's profile, triggers, and preferred strategies.

- - Potential flashpoints are anticipated; early interventions are used to de-escalate situations.
- - Weekly staff meetings include a standing agenda item on behaviour and pupil wellbeing, ensuring consistent practice across the team.
- - All staff contribute to and use personalised 'behaviour profiles,' which are updated regularly.

4. Working with Parents/Carers

- - Parents/carers sign a Behaviour Agreement on admission.
- - Staff maintain open, regular communication with parents about progress and challenges.
- - Difficulties are shared promptly, with collaborative problem-solving to address them.

5. Our Practices

- - Individual Pupil Profiles identifying likely behaviours, supportive strategies, and appropriate sanctions/rewards.
- - Ground Rules for behaviour, tailored to promote safety, respect and inclusion.
- - Personalised Agreements for each pupil, outlining expectations, unacceptable behaviours, and consequences.
- - Reward Systems to celebrate kindness, effort, resilience and positive choices.
- - Recording & Monitoring of incidents via CPOMS to track patterns and plan interventions.
- - Restorative Practice to support pupils in understanding others' perspectives, repairing harm, and making amends.

6. Support Systems for Pupils

- - Zones of Regulation and other visual/self-regulation tools.
- - Access to sensory and therapeutic spaces to support emotional regulation.
- - Role play and social stories to rehearse positive responses to challenges.
- - Stop and Think tools and reflective discussions to encourage alternative problem-solving.
- - Competence Spotlights to build confidence and positive self-identity.
- - Targeted therapeutic interventions (e.g. Tummy Full of Fireworks).

7. Limit Setting & Consequences

Tree of Life Educational and Therapeutic Input Ltd staff distinguish between behaviours arising from emotional dysregulation and those driven by avoidance or control. Our first approach is always collaborative problem-solving (Ross Greene model):

- 1. Empathise with the pupil and validate feelings.
- 2. Clearly state the problem.
- 3. Offer reflection time and work together to identify solutions.

If needed, further strategies may include:

- - Natural consequences.
- - Temporary withdrawal from peers or staff.
- - Loss of specific privileges.
- - Clear communication that a behaviour is unacceptable, with tailored consequences if it continues.
- - In cases of physical aggression or serious damage, police involvement may be necessary.

8. Restitution and Repair

After incidents, staff facilitate restorative conversations to:

- - Help pupils reflect on the impact of their behaviour.
- - Support mutual understanding.
- - Ensure apologies and reparation where appropriate.

9. Serious Incidents

- - Serious incidents are recorded, shared with parents/carers, and discussed at staff level.
- - External professionals are engaged where necessary.
- - Fixed-term exclusions may be applied in cases of serious harm or persistent unsafe behaviour.
- - Permanent exclusion is a last resort, following a staged process of support and intervention.

10. Rewards & Recognition

Tree of Life Educational and Therapeutic Input Ltd uses a token system to reinforce positive behaviour. Tokens can be earned for:

- - Acts of kindness and consideration.
- - Effective self-regulation.
- - Effort and perseverance in learning.
- - Overcoming personal obstacles.
- - Generalising guiding targets (e.g. using new strategies independently).

Tokens contribute towards half-termly privileges such as trips and special activities.

11. Exclusions

Exclusions (fixed-term or permanent) are only considered when behaviour presents a significant risk to safety or where other interventions have been exhausted.

- - The decision rests with the Tree of Life Educational and Therapeutic Input Ltd leadership team.
- - All exclusions are followed up with written communication and a meeting with parents/carers (and pupil, where appropriate).

- - Permanent exclusion is the final step after sustained support and intervention, except in cases of severe danger or criminal behaviour.

12. Final Statement

At [Tree of Life Educational and Therapeutic Input Ltd](#), behaviour support is rooted in respect, empathy and collaboration. We see behaviour as communication, and our goal is to equip every pupil with the skills they need to thrive socially, emotionally and academically.