

## Belonging, Relationship & Behaviour Policy

*'I strongly believe that deep down in every child, however invisible, hostile or rejecting they may seem, is a deep longing to be seen, known and truly understood' (Louise Bomber 2007)*

---

### Introduction

At The Green Room we understand that **behaviour** is a form of communication that can express unmet needs for safety and care. That **relationships** are vital to build trust and offer co-regulation, and that both behaviour and relationships are rooted in our basic psychological need to **belong**.

Our students do well, feel accepted and thrive when they have a sense of belonging. When they feel accepted for who they are, they are able to learn and grow. Conversely, if we do not provide the environment, the people, the culture and the boundaries needed to achieve this, the opposite can be true.

**"A child who does not feel embraced by the village will burn it down to feel its warmth."** >  
— African Proverb

---

### Intent

This policy aims to clearly underpin this philosophy with simple practice and expectations that when used consistently and cohesively, will maintain a strong community within our provisions that promotes:

- A **safe** space (physical & psychological) in order to be **brave**, to learn and to grow
- A **culture** of respect, equality and inclusion that is upheld and regulated by all within our community
- An understanding and commitment to our **values** of **kindness**, **curiosity** and **change**, that are felt and observed in our actions.
- The ability to self-regulate and apply the values and skills learned at The Green Room into our **wider lives** and into the future as our students progress into **adulthood**.

## Implementation

<b>Belonging</b> "To belong is to be seen, and to be accepted and respected for who you are."	
<b>Admissions</b>	Referrals are carefully reviewed for potential spaces at The Green Room. Key considerations are: <ul style="list-style-type: none"> <li>● <b>Geography</b> (do they live close enough to the provision for a healthy commute),</li> <li>● <b>Stability</b> (is their current living situation in a state of change),</li> <li>● <b>Needs</b> (are we able to confidently meet the physical, therapeutic and learning needs within our environment)</li> </ul>
<b>Interview</b>	This is a crucial first step in building a relationship, establishing a mindset for change and the potential for belonging. The interview is rooted in our values: <ul style="list-style-type: none"> <li>● <b>Kindness:</b> We are open and empathetic to the journey that has led them to The Green Room</li> <li>● <b>Curiosity:</b> We are interested in who they are, what motivates them and where they may struggle</li> <li>● <b>Change:</b> We acknowledge that change is difficult but that we are here to support in whatever way we can.</li> </ul> <p style="text-align: right;"><a href="#">Interview Guide for Staff - Internal Use Only</a></p>
<b>Induction</b>	There is a clearly planned induction process to ensure a smooth and supportive start that aids belonging and relationships Behaviour expectations and boundaries are clearly defined and explained within this process.
<b>Environment</b>	Students get to know and trust the environment. They feel safe and welcome. The environment promotes the values and expectations <p style="text-align: right;"><a href="#">BRB Policy Implementation Checklist - For Internal Use only</a></p>
<b>Dress Code</b>	We do not require a formal uniform; we value our students' identities and encourage them to express their individuality and to feel confident in their attire. To ensure our environment remains safe, respectful, and focused on learning, we ask that the following guidelines are met: <ul style="list-style-type: none"> <li>● <b>Practicality:</b> Clothing should be functional for the weather and the</li> </ul>

	<p>specific activities undertaken during the school day (such as PE, outdoor learning, or practical workshops).</p> <ul style="list-style-type: none"> <li>• <b>Respectful Content:</b> Logos, graphics, or slogans must not contain language or imagery that could cause offense to others in our community.</li> <li>• <b>Appropriate Coverage:</b> To maintain a professional learning environment, clothing should provide a modest level of coverage.</li> <li>• <b>Green Room Identity:</b> While not mandatory, <b>Green Room Merchandise</b> is available via our online store for those who wish to wear it. Additionally, our <b>Green Room caps</b> are awarded as prizes to celebrate students/staff who embody our community values.</li> </ul>
<p><b>Shared Experience &amp; Community Identity</b></p>	<p>We believe that belonging is nurtured through meaningful shared experiences between staff and peers. To foster connectivity and empathy, The Green Room prioritizes:</p> <ul style="list-style-type: none"> <li>• <b>Community Representation:</b> Opportunities for students to represent our values in the wider world.</li> <li>• <b>Traditions &amp; Rites of Passage:</b> Consistent school rituals that celebrate growth and milestones.</li> <li>• <b>Awe and Wonder:</b> Purposeful exposure to experiences that inspire curiosity, empathy and a broader perspective.</li> </ul> <p><b>Inclusion &amp; Access:</b> We are committed to the principle that these experiences and trips are for everyone. In accordance with our legal duties, The Green Room will make all reasonable adjustments to ensure every student can participate fully and safely, regardless of their individual needs.</p>
<p style="text-align: center;"><b>Relationships</b></p> <p style="text-align: center;">“Positive relationships in learning communities are central to the well-being of learners and staff and underpin an effective learning environment linked to higher attainment”.</p>	
<p><b>Unconditional Positive Regard</b></p>	<p>At The Green Room, we practice Unconditional Positive Regard. We hold no judgment towards our students, accepting them fully just as they are. This means:</p> <ul style="list-style-type: none"> <li>• <b>Separating Person from Behavior:</b> We recognize that while a student’s behavior may be challenging, the student themselves is valued and respected.</li> <li>• <b>Consistency of Care:</b> Our care and commitment to a student does not fluctuate based on their progress or setbacks.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>A Clean Slate:</b> Every interaction is a new opportunity. We do not allow past "communications" (behaviours) to define our current or future relationship with a student.</li> </ul>
<b>Trauma Informed</b>	The Trauma-Informed approach is delivered through staff interactions based on the <a href="#">Protect/Relate/Regulate/Reflect</a> model and supported by the <a href="#">PACE approach</a> - Play Acceptance Curiosity Empathy. This approach aims to help students feel safe, reducing the need for the 'fight or flight mode', and supports a reduction in anxiety within our provisions..
<b>Emotionally available adults</b>	<p>Emotional availability is a shared commitment held by our entire team. We do not rely on a single point of failure for a child's emotional safety; instead, we strive to ensure that <b>every adult a pupil encounters is emotionally available to them</b>. This collective approach ensures that:</p> <ul style="list-style-type: none"> <li>• <b>Broadened Belonging:</b> Students develop the skills to connect with a variety of adults, mirroring healthy community life.</li> <li>• <b>Environmental Safety:</b> No matter where a student is in the school, they are in the presence of an adult trained to co-regulate and listen.</li> <li>• <b>Team Synergy:</b> Our staff work collaboratively to "decode" behavior, sharing insights to ensure we are meeting the student's needs with a unified voice.</li> </ul>
<p><b>Behaviour</b></p> <p>Behaviour – positive or challenging – always communicates something. Our first response is curiosity: <i>"What is this behaviour telling us?"</i></p>	
<b>Smartphone Free</b>	<p>All of our provisions are <a href="#">smartphone free</a>. This promotes human connection, creates a safe environment away from digital noise and encourages presence.</p> <p>Smartphones are handed in and kept safe until the end of the school day. Students will not be allowed to attend lessons if they are in possession of a smartphone.</p>
<b>Record Keeping &amp; Reflection</b>	<p>We believe that how we record behavior should reflect our commitment to growth. All our provisions utilize context-specific behavior monitoring based on the following core principles:</p> <ul style="list-style-type: none"> <li>• <b>Growth-Oriented Purpose:</b> The primary goal of recording behavior is to highlight achievements or to identify specific learning opportunities. We look for patterns to better understand the "communication" behind the behavior.</li> <li>• <b>ROCCIT Framework:</b> Our values and our <b>ROCCIT competencies</b> are the pillars of our reflections. We track progress in:</li> </ul>

	<ul style="list-style-type: none"> <li>○ Kindness</li> <li>○ Curiosity</li> <li>○ Change</li> <li>○ Resilience</li> <li>○ Organisation</li> <li>○ Communication</li> <li>○ Community</li> <li>○ Initiative</li> <li>○ Teamwork</li> </ul> <ul style="list-style-type: none"> <li>● <b>Transparency:</b> Records are shared openly with students and their families.</li> <li>● <b>Community Reflection:</b> Collective, anonymized data may be shared with our community to celebrate group successes or to reflect on shared challenges.</li> <li>● <b>Statutory Duty:</b> In the event of serious incidents—specifically those involving restrictive interventions or significant safety risks—we fulfill our legal duty to record and report detailed information in accordance with DfE regulations and safeguarding protocols.</li> </ul> <p>Across the Foundation, we have different contexts and age groups, the record keeping is tailored to these different environments. Each provision approach can be found here:</p> <ul style="list-style-type: none"> <li>☰ GRW: Reflective Direction: Belonging, Relationships &amp; Behavior...</li> <li>☰ Behaviour Approach at GRK</li> <li>☰ GRC Celebration System: The ROCCIT Framework</li> </ul>
<p><b>Fixed Term Suspensions</b></p>	<p>To maintain the safety and integrity of our community, certain incidents may necessitate a fixed-term suspension. In these instances, the student will be withdrawn from the main group to a supervised space to allow for de-escalation and a thorough review of the incident. We aim to communicate with parents and carers as swiftly as possible, using the suspension as a vital pause to reset expectations and plan for a successful, supported return to the Green Room.</p> <p>Incidents that could lead to a fixed term suspension include:</p> <ul style="list-style-type: none"> <li>● Physical Abuse</li> <li>● Verbal Abuse</li> <li>● Smoking/Vaping</li> <li>● Illicit Substances</li> <li>● Bullying</li> <li>● Absconding</li> </ul> <p>The Head of School (and other members of staff acting on their behalf) have authority to take all reasonable, lawful, disciplinary or preventative</p>

	<p>action necessary to safeguard and promote the welfare of each student and the school community as a whole. This policy applies to all students when they are on school premises or otherwise when in the care of the school.</p> <p style="text-align: right;"><a href="#">Suspension Documentation - Internal Use Only</a></p>
<p><b>Restorative Reintegration</b></p>	<p>Every fixed-term suspension is followed by a reintegration meeting involving the student, their family, and an emotionally available adult. The focus of this meeting is not to revisit shame, but to maintain <b>dignity</b> and:</p> <ul style="list-style-type: none"> <li>● <b>Reflect</b> on the communication behind the incident.</li> <li>● <b>Identify</b> which Value/ROCCIT competency needs additional support.</li> <li>● <b>Adjust</b> the student's individual plan to prevent future occurrences and restore their sense of belonging.</li> </ul>
<p><b>Use of reasonable force</b></p>	<p>At The Green Room, our primary goal is to foster a safe environment through co-regulation and emotional availability. While every effort is made to prevent escalation through relational support, there are rare occasions where physical intervention may be necessary to ensure the safety of our community.</p> <ul style="list-style-type: none"> <li>● <b>Criteria for Intervention:</b> Physical intervention is only used as a last resort to prevent pupils from hurting themselves or others, damaging property, or causing serious disorder.</li> <li>● <b>Professional Judgement:</b> The decision to intervene is based on the professional judgement of the staff member involved, taking into account the individual circumstances and the immediate level of risk.</li> <li>● <b>Reasonable Adjustments:</b> In accordance with the <b>Equality Act 2010</b>, we acknowledge that reasonable adjustments must be made for students with disabilities and Special Educational Needs (SEN). Interventions are tailored to the specific sensory and emotional profiles of our students.</li> </ul> <p>Every incident of physical intervention or seclusion is recorded on the same day (see link) in writing and parent/carers are informed immediately.</p> <p style="text-align: right;"><a href="#">Positive Handling Recording Form - For Internal Use Only</a></p>
<p><b>Seclusion</b></p>	<p>We do not use seclusion (the confinement of a student alone in a room from which they are prevented from leaving) as a planned or disciplinary intervention. All Green Room provisions have “sensory spaces” that students can use voluntarily if they feel dysregulated, or students can find alternative spaces to work. Students are free to leave these spaces at any time.</p>

	<p>In the highly exceptional event that seclusion occurs as an emergency safety measure to prevent immediate significant harm, it will be treated as a significant incident. It will be recorded on the same day, reported to parents immediately, and reviewed by the Head to ensure the student's sense of belonging and safety is restored.</p> <p>On occasion we may initiate a 'partial lockdown' if there is an incident on site which may have a negative impact on other students. This is also to aid de-escalation and prevent any further potential triggers. Staff always remain with students during a lockdown. Further details can be found in our <a href="#">Lockdown Policy</a></p>
<p><b>Searching students without consent</b></p>	<p>To ensure the safety of all members of The Green Room, we reserve the right to screen and search students for prohibited items. We aim for this process to be collaborative and respectful. Confiscated items will be handled in line with DfE guidance, and while the item may be removed, our Unconditional Positive Regard for the student remains unchanged.</p> <p>Searches can be conducted for the following 'prohibited items' (Section 550ZB (5) of the Education Act 1996</p> <ul style="list-style-type: none"> <li>● knives and weapons</li> <li>● alcohol</li> <li>● illegal drugs and drug paraphernalia</li> <li>● unprescribed prescription medication</li> <li>● stolen items</li> <li>● tobacco and cigarette papers and electronic cigarettes (vapes)</li> <li>● fireworks</li> <li>● pornographic images</li> <li>● any article that staff members reasonably suspects or has been, or is likely to be used to commit an offence, cause personal injury to, or damage to property of, any person (including the pupil)</li> <li>● mobile phones</li> </ul> <p>Reasonable Force cannot be used to search for items banned under the school rules.</p>
<p><b>Harassment and Bullying</b></p>	<p>At The Green Room Foundation, we are committed to providing a safe, respectful, and inclusive environment for every member of our community. In accordance with the latest UK employment laws, including the <b>Worker Protection Act</b> and the <b>Employment Rights Act 2025</b>, the school now holds a <b>proactive legal duty</b> to prevent harassment, including sexual harassment, before it occurs. This means we do not simply react to incidents; we actively assess risks and take all reasonable steps to</p>

	<p>eliminate inappropriate behavior.</p> <p>This protection extends to all staff members, shielding them from harassment not only by colleagues but also by <b>third parties</b>, including students, parents/carers, visitors, contractors, and members of the wider school community. We maintain a <b>zero-tolerance approach</b> to any conduct—whether physical, verbal, or digital—that violates an individual’s dignity or creates an intimidating, hostile, or offensive environment. We expect all students, parents, and staff to uphold these standards, ensuring that our school remains a workplace and a learning environment defined by mutual respect and professional integrity.</p>
<p><b>Safeguarding</b></p>	<p>Staff will always consider whether "challenging behavior" is a sign that a child is suffering, or likely to suffer, significant harm. This is inline with our <a href="#">Child Protection and Safeguarding and Child Protection Policy &amp; Procedures</a></p>

---

## Impact

The success of this policy is measured not by the absence of challenging behavior, but by the presence of resilience, trust, and growth. Through our relational approach, we achieve the following outcomes:

**Emotional Resilience:** Students move from a state of "survival" to a state of "learning," demonstrating an increased ability to self-regulate and use our **values** and the **ROCCIT** competencies in their daily lives.

**Restored Identity:** By decoupling a student’s worth from their behavior through **Unconditional Positive Regard**, students develop a positive self-image and a sense of dignity, even after setbacks.

**Stronger Community:** Our commitment to **collective emotional availability** and **shared experiences** creates a cohesive environment where students feel safe, seen, and heard.

**Social Engagement:** As opposed to exclusion or judgement, our students' nervous systems are in a place where they can learn and grow.

# the GREENROOM foundation

**Sustainable Change:** Students leave The Green Room equipped with the social and emotional skills necessary to navigate adulthood, carrying our values of **kindness, curiosity, and change** into their future communities.

**Safety & Trust:** Families feel supported and informed through our transparency, knowing that their children are in a safe environment where boundaries are firm but always rooted in care.

**Language:** The language we use reflects the positive framing of behaviour. Using the affirmation statements associated with our values and our ROCCIT competencies (see below), both in award ceremonies and restorative conversations, helps to embed our culture of growth and our ability to learn from all situations.

Our students feel safe enough to fail, which means they are safe enough to learn.

The infographic is divided into three vertical columns, each representing a core value. The background is a mix of light green and light blue. Each column has a title in a rounded rectangle at the top, flanked by asterisks. The 'Kindness' column has a pink heart at the bottom. The 'Curiosity' column has a lightbulb icon at the top right. The 'Change' column has a pink arrow at the bottom left.

## KINDNESS

- We make time for ourselves and give time to others. We are mindful of people's time.
- We believe the good in staff, pupils and parents and appreciate our differences.
- We treat everyone, including ourselves with patience and compassion
- We encourage, recognise and celebrate others and our own successes.
- We use constructive and thoughtful words when talking to or referring to others or ourselves.
- We offer a fresh start and check in regularly with a smile.

## CURIOSITY

- 1 We seek first to understand and listen without judgment.
- 2 We wonder, self reflect, and are safe to make mistakes.
- 3 We take responsibility for our own and other's development, actively seeking opportunities to learn.
- 4 We are open, ask for help and help others when they need it.
- 5 We don't have all the answers but are willing to work with people to find them out and share our ideas.
- 6 We learn about what is happening outside the Green Room and encourage innovation.

## CHANGE

- We deliver high support and high challenge to the right person at the right time and welcome feedback.
- We adapt and are willing to grow.
- We set clear boundaries and are consistent.
- We talk to people, not about them - We speak up
- We are brave with our thinking.
- We recognise the power of listening, asking questions and noticing our reactions.

<b>Resilience</b>
I persevere when things become challenging
I am able to bounce back
I display optimism when things get tough
<b>Organisation</b>
I know what my tasks are and I prioritise them
I manage my workload
I plan my work schedule realistically
<b>Communication</b>
I ask for help when needed
I give my opinion and listen to others
I understand the importance of positive body language
<b>Community</b>
I actively engage with others in the community
I understand that not everyone in the community shares the same views
I am an ambassador for myself and the school and behave like one.
<b>Initiative</b>
I make decisions with confidence
I contribute to problem solving
I bring ideas to the table
<b>Teamwork</b>
I am confident leading or being led within a team
I feel empowered by my teammates

I can delegate roles and responsibilities

This policy is approved by the CEO of The Green Room Foundation

Date

19/6/2026

---

CEO

Richard Allen

---

---

## Appendix References:

- **Attachment Theory:** Bomber, L.M. (2007). *Inside I'm Hurting*.
- **Trauma-Informed Practice:** Perry, B.D. (2006). *The Boy Who Was Raised as a Dog* (Relate/Regulate/Reflect model).
- **PACE Approach:** Hughes, D.A. (2006). *Building the Bonds of Attachment*.
- **Polyvagal Theory:** Porges, S. (2011). *The Polyvagal Theory* (Understanding the "Fight or Flight" reduction in school).
- **Worker Protection Act 2023** and the **Employment Rights Act 2025** [www.gov.uk](http://www.gov.uk)