

Behaviour Curriculum
January 2026



The RedEverywhere Group

Behaviour Curriculum

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1. Curriculum Intent

1.1 Our Philosophy and Purpose

At RedEverywhere, behaviour is viewed as an essential part of the learning curriculum. Many of our learners have experienced educational disruption, exclusion, and fractured trust in adults or institutions. This history shapes their perception of school and authority, often leading to defensive or avoidant behaviours that mask underlying anxiety, low self-esteem, or trauma.

Our philosophy is grounded in the belief that **behaviour is communication** every action is an expression of a need. The role of staff, therefore, is not to control behaviour but to interpret it, respond with empathy, and guide learners towards positive alternatives. The **Seventh Level Engagement Framework** underpins this philosophy by offering a structured developmental model of engagement. It maps a learner's journey from basic awareness and safety (**Level 1**) through belonging, participation, shared purpose, and ultimately to advocacy (**Level 7**).

This progression aligns perfectly with our ethos:

Reconnect – Educate – Develop.

The key reflective question guiding our daily practice is:

“At what level of engagement is this learner right now, and what do they need to move forward?”

This question helps staff to move beyond surface-level behaviour and understand the emotional or relational need beneath it. It also gives learners a language to describe their own growth and challenges, reinforcing self-awareness and emotional regulation.

1.2 Intent in Practice

The Behaviour Curriculum intends to:

- Rebuild trust in education and relationships through consistent adult modelling and predictability.
- Explicitly teach and celebrate pro-social behaviours and self-regulation.
- Promote emotional literacy through structured reflection and dialogue.
- Align engagement and behaviour progress with personal development outcomes.
- Create a safe, inclusive, and aspirational culture where mistakes are viewed as opportunities for learning.

Every staff member is responsible for delivering this intent in daily practice. This means greeting each learner by name, establishing calm routines, using restorative dialogue, and tracking engagement progress through both quantitative (data) and qualitative (reflection) methods.

1.3 Framework Alignment

Engagement Level	Description	Example Staff Response
Awareness and Safety	Learner needs reassurance and safety; limited trust.	Provide structure, calm tone, visual cues.
Connection	Learner begins to accept guidance and boundaries.	Build rapport, use praise for small successes.
Participation	Learner joins in with tasks and discussions.	Offer choices, acknowledge effort.
Belonging	Learner forms peer relationships and seeks inclusion.	Encourage group collaboration and responsibility.
Shared Purpose	Learner begins to contribute to group goals.	Delegate small leadership roles.
Advocacy	Learner supports peers and promotes community values.	Provide mentoring or ambassador roles.
Legacy	Learner models and teaches engagement to others.	Celebrate publicly; record as success story.

This framework supports **adaptive pedagogy** recognising that our students progress at different rates, and regression can occur during times of stress. The aim is not perfection but progression.

1.4 Indicators of Intent Fulfilment

RedEverywhere measures success not just through improved attendance or behaviour data but through indicators of **relational health**:

- Learners report that they feel safe and respected by staff.
- Staff demonstrate empathy and consistency across all interactions.
- The learning environment is calm, purposeful, and emotionally literate.
- Families feel confident in the support offered by RedEverywhere.
- Students begin to demonstrate leadership, empathy, and reflection key markers of Levels 6 and 7.

1.5 Example in Context

A Year 10 student arrives visibly withdrawn, avoiding eye contact and refusing to join lessons. Instead of immediate disciplinary language, staff use the engagement question:

“Where are you on your engagement journey today?”

The learner might reply, “Level 1- I don’t want to talk.”

The adult responds, “That’s okay. You’ve identified how you feel that’s Level 2 thinking already. I’ll check in again later.”

This simple exchange recognises autonomy, validates emotion, and seeds progress without confrontation. Over time, consistent relational responses lead to trust, participation, and advocacy the essence of our Behaviour Curriculum intent.

2. Curriculum Implementation

2.1 Purpose and Overview

The implementation of the Behaviour Curriculum at RedEverywhere ensures that behavioural expectations, emotional learning, and engagement strategies are woven into the everyday routines, language, and relationships across all hubs.

Implementation is not an isolated policy; it is an ongoing, lived practice embedded within the **Reconnect – Educate – Develop model**.

We teach behaviour in the same way we teach literacy or numeracy through explicit instruction, modelling, repetition, feedback, and reinforcement. The **Seventh Level**

Engagement Framework adds structure to this process, providing a shared language for understanding how a young person connects with their environment.

Implementation is guided by four key principles:

1. **Consistency:** Every learner receives the same clear messages across all RedEverywhere sites.
2. **Predictability:** Routines are simple, visible, and modelled daily.
3. **Relational Depth:** Behaviour is addressed through trust, empathy, and reflection, not control.
4. **Reinforcement and Growth:** Mistakes are reframed as teachable moments for emotional and social learning.

2.2 Step-by-Step Implementation

Step 1: Establish Safety and Structure

Every RedEverywhere day begins with connection. Staff greet each learner at the door by name, maintaining calm tone and open body language. A *Calm Start Activity* (such as mindfulness colouring, breathing, or journaling) sets the tone for learning. **Visual timetables** and behaviour reminders are displayed to help learners predict the day ahead essential for those with anxiety or trauma histories.

Step 2: Explicitly Teach Behaviour

Each week includes a 30-minute *Behaviour and Wellbeing Lesson* focusing on themes such as “Managing Frustration”, “Respectful Communication”, or “Owning My Choices”. Staff model behaviours, then guide learners through role-play or scenario-based tasks.

For example: During “Managing Frustration”, a staff member might demonstrate a negative reaction (“slamming the book”) and then show a positive alternative (“asking for a break”). Learners discuss which level of engagement each behaviour represents and practise the replacement response.

Step 3: Embed Reflective Practice

At the end of each session or day, learners participate in a *Reflection Circle*. This includes gratitude sharing (“One thing that went well today”) and the question:

“Where do you think you are on your engagement journey right now?”

Staff record responses on the engagement tracker, helping identify progress and patterns over time.

Step 4: Review and Adjust

Each week, the team review data and observations. Learners showing consistent disengagement are discussed and new strategies planned (e.g., 1:1 mentoring, sensory regulation, or family call).

Step 5: Reinforce and Celebrate

Positive moments are shared in **Good News Friday** emails/postcards home and termly celebration events. Recognition focuses on growth for example, a student moving from Level 2 to Level 3 engagement is celebrated for their relational improvement, not just compliance.

2.3 Daily Implementation Framework

Time	Activity	Purpose	Staff Role	Engagement Link
8:45	Meet and Greet	Build trust and safety	Use learner's name and eye contact	Levels 1–2
9:00	Calm Start	Prepare for learning	Model regulation (music, breathing)	Levels 2–3
10:00	Learning Session	Teach behaviour within curriculum	Praise effort, reframe setbacks	Levels 3–5
12:00	Midday Check-In	Maintain connection	Ask engagement question	All levels
14:45	Reflection Circle	Consolidate progress	Encourage self-assessment	Levels 5–7

2.4 Embedding Across the Curriculum

Behaviour is not only taught in behaviour lessons; it is reinforced in every subject.

- **In English:** Exploring empathy through character analysis (e.g., “Which engagement level is this character at?”).
- **In PHSE/Think Ahead:** Teaching teamwork and managing emotions under pressure.
- **In Creative Arts:** Encouraging self-expression and ownership of mistakes as growth.
- **In Maths:** Modelling perseverance and resilience during problem-solving.

Staff consistently connect engagement levels to learning outcomes.

For example:

“Your persistence here shows Level 4 engagement you’re working with others towards a shared goal.”

This approach ensures behaviour expectations are universal, transferable, and relevant across contexts.

2.5 Case Example: Classroom Application

A student in Year 9 repeatedly refuses to write in English. Instead of issuing sanctions, the teacher applies the Behaviour Curriculum model:

1. **Acknowledge:** “I can see you’re struggling to get started.”
2. **Identify:** “Where do you think you are on your engagement level today?”
3. **Respond:** The student says, “Level 2- I’m here but not ready.”
4. **Support:** The teacher replies, “That’s honest. Let’s do one line together, and we’ll aim for Level 3.”
5. **Reinforce:** When the student writes two sentences, the teacher praises: “You’ve moved towards Level 3 that’s participation.”

The immediate result is reduced confrontation; the longer-term result is trust and consistent progress.

2.6 Implementation Review Cycle

Review Area	Frequency	Key Evidence	Responsible Lead
Classroom Routines	Weekly	Observation notes	Head of Behaviour
Engagement Data	Fortnightly	MIS reports	Behaviour Lead
Staff Coaching	Monthly	Feedback log	Director of Teaching
Student Voice	Termly	Survey responses	Key Workers
Family Feedback	Termly	Meeting notes	Family Liaison Officer

2.7 Implementation Summary

Behaviour implementation at RedEverywhere is both **systematic and human-centred**. It relies on staff consistency, emotional intelligence, and structured reflection. Every learner is met where they are with kindness and clarity.

By embedding daily routines, explicit teaching, restorative reflection, and the Seventh Level Framework, RedEverywhere turns behaviour from a barrier into a bridge for lifelong learning.

3. Behaviour Expectations – “The RED Way”

3.1 Purpose and Philosophy

The RedEverywhere Behaviour Expectations are built around our core ethos: **Reconnect, Educate, Develop “The RED Way.”**

These three pillars define how learners, staff, and families engage with one another every day. Rather than a list of rules, they form a **relational culture** that guides decision-making, teaching, and emotional learning.

“**The RED Way**” recognises that most challenging behaviours stem from unmet needs, low self-esteem, or a lack of connection. Our approach therefore focuses on **teaching, not punishing**, and **modelling, not managing**. Each expectation connects directly with

the **Seventh Level Engagement Framework**, ensuring that behavioural growth is understood as a developmental journey rather than a series of isolated incidents.

At its heart, the **RED Way** asks every member of our team to uphold the following principle:

“We build trust before we teach, and we teach before we expect.”

3.2 The RED Way Framework

Pillar	Core Expectation	Observable Behaviours	Engagement Link	Example Phrases
Reconnect	Build trust and positive relationships	Greets staff and peers respectfully, maintains calm tone, listens actively	Levels 1–2: Awareness & Connection	“Thank you for checking in today that shows trust.”
Educate	Take responsibility for learning	Arrives on time, brings equipment, completes work, asks for help	Levels 3 –5: Participation & Belonging	“You asked for help instead of giving up that’s growth.”
Develop	Show reflection and leadership	Accepts feedback, supports peers, leads by example	Levels 6 –7: Advocacy & Legacy	“You’re modelling Level 7 behaviour by helping others.”

This framework transforms expectations into **positive actions**. Each behaviour is taught, practised, and reinforced daily so that learners internalise them as habits.

3.3 Teaching the RED Way – Step-by-Step

Step 1 – Introduce the Concept

During induction and the first week of each term, staff lead sessions titled “What is the RED Way?”

Learners co-create a wall display showing what each pillar looks like, sounds like, and feels like. Example student contributions might include:

Reconnect: “Say GoodMorning; respect people’s space.”

Educate: “Ask for help; take a break, not a walkout.”

Develop: “Own up when you make a mistake.”

Step 2 – Model and Narrate

Adults model behaviours through visible actions and consistent narration.

For example, a teacher might say:

“I noticed Jamie picked up a pencil someone dropped that’s the RED Way because it shows responsibility.”

This reinforces that expected behaviours are both **noticed and valued**.

Step 3 – Practise in Context

Learners practise specific social or emotional skills through role-play or real-life scenarios.

Example activities include:

Reconnect Scenario: Greeting peers and handling disagreements calmly.

Educate Scenario: Asking for help respectfully.

Develop Scenario: Giving feedback to a partner or apologising sincerely.

Step 4 – Reinforce and Reflect

At the end of lessons, staff lead mini-reflection questions:

“How did we show the RED Way today?”

“Which engagement level do you think you were at?”

“What will you try differently next time?”

This builds emotional literacy and personal accountability.

Step 5 – Recognise and Celebrate

Staff record instances of “*The RED Way in Action*” using the school’s MIS. These are recognised during Friday assemblies, where specific examples are shared (e.g., “Khalid demonstrated Level 4 Belonging by supporting a new student in class.”).

3.4 Example in Practice

Scenario: A learner reacts angrily after a peer comments on their work.

Traditional Response: “Stop shouting or you’ll get a warning.”

RED Way Response:

1. **Reconnect:** The teacher says calmly, “Let’s take a breath together. I can see you’re upset I’m listening.”
2. **Educate:** Once calm, they ask, “Which engagement level do you think you were at when that happened?”
3. **Develop:** The teacher encourages, “What would Level 4 – Belonging look like in this situation next time?”

This approach defuses tension, restores dignity, and teaches reflection. Over time, repeated use of this script creates emotional awareness and de-escalation skills that learners can transfer beyond school.

3.5 Classroom Environment and Displays

Every classroom displays:

A **RED Way Wall** showing examples of each pillar.

The **Seventh Level Engagement Ladder**, helping students self-assess.

A **Reflection Board**, where learners write weekly goals (“This week I’ll practise Level 3 behaviour: asking for help before giving up.”).

Example Layout:

Display Element	Purpose	Frequency of Update
RED Way Poster	Visual reminder of expectations	Every classroom, permanent
Engagement Ladder	Self-assessment tool	Weekly reflection
Student Success /Rewards Wall	Celebrates positive contributions	Termly

3.6 Linking the RED Way to Safeguarding and Inclusion

The RED Way approach complements RedEverywhere’s safeguarding ethos. By focusing on emotional regulation, staff reduce the need for punitive sanctions that can re-traumatise learners. For students with SEND or emotional difficulties, expectations are differentiated the focus is always on growth, not perfection.

Example:

A student with Autism may find Level 3 “Participation” challenging due to sensory overload. Staff adjust by focusing first on Level 2 “Connection” ensuring the learner feels safe before encouraging group work.

3.7 Review and Evaluation of Behaviour Expectations

Review Area	Method	Frequency	Responsible
Learner Understanding	Discussion groups	Half-termly	Key Workers
Classroom Consistency	Observation and feedback	Termly	Behaviour Lead
Display Quality	Site audit	Termly	Behaviour and Learning Team
Student Voice	Survey and feedback wall	Termly	DSL / SLT

Through continuous review, *The RED Way* becomes not just a policy but the DNA of our daily practice.

Section Summary:

The **RED Way** transforms behaviour management into a culture of trust and shared responsibility. It provides learners with a consistent moral compass and staff with a common professional language. When applied with empathy and clarity, it turns every moment positive or challenging into a lesson in human connection and personal growth.

4. Rewards, Recognition and Restorative Consequences

4.1 Philosophy and Rationale

At RedEverywhere, rewards and consequences are not about control they are about connection, growth, and learning.

Our approach moves away from external compliance and towards **intrinsic motivation**, where learners take pride in their progress and understand the impact of their behaviour on others.

The **Seventh Level Engagement Framework** underpins this philosophy. It reframes behaviour outcomes through the question:

“Where are you on your engagement journey, and what does moving one level higher look like for you?”

This helps students see every day as an opportunity for growth. Rewards recognise relational progress and engagement shifts (e.g., moving from Level 2 “Connection” to Level 3 “Participation”), while consequences focus on restoration, accountability, and repair.

We distinguish between **recognition** (acknowledging effort and engagement) and **reward** (providing a tangible or social reinforcement). Both must be equitable, transparent, and proportionate to the learner’s developmental stage and needs.

4.2 Recognition Framework

The Recognition Framework ensures that every learner receives consistent, authentic acknowledgment for progress.

Recognition Type	Description	Frequency	Example
Verbal Recognition	Immediate positive feedback linked to behaviour or engagement	Continuous	“That shows Level 4 behaviour working together and supporting others.”
Written Recognition	Positive note in learner’s journal or digital system	Daily	“Great effort in today’s English session showing Level 3 engagement.”

Recognition Type	Description	Frequency	Example
Public Recognition	Celebration of progress in assemblies or wall displays	Weekly/Termly	“Student of the Week: For demonstrating Level 5 Shared Purpose.”
Peer Recognition	Students nominate peers for acts of kindness or leadership	Weekly	“You helped me calm down when I was upset thank you.”

Recognition focuses on describing **what** the learner did well and **why** it matters. Generic praise (“Good job”) is replaced by specific reinforcement (“You showed Level 3 engagement by asking for help calmly.”).

4.3 Reward System

The reward structure across RedEverywhere is simple, fair, and growth-oriented. It includes both individual and group-based rewards to build a culture of collective achievement.

Reward	Description	Implementation
RED Stars	Digital or physical tokens collected for engagement growth	Earned daily and displayed on dashboards
Positive Postcards	Sent to families recognising effort or relational progress	Sent every Friday
Certificates of Connection	Acknowledge improvement across levels of engagement	Awarded at the end of each half-term
The RED Champion Award	Recognises those modelling Levels 6–7 (Advocacy & Legacy)	Presented termly by COO or the Director of Teaching and Learning

Example:

A student who moves from Level 2 “Connection” to Level 3 “Participation” is recognised in the weekly staff meeting:

“Jade has started contributing ideas during project work showing real trust in her peers.” This progress is logged and shared with home via the RedEverywhere portal.

4.4 Restorative Consequences

RedEverywhere replaces punitive measures with **restorative consequences**. When harm or conflict occurs, the goal is to **repair relationships**, not to impose guilt or exclusion. This approach teaches empathy, accountability, and problem-solving.

The Restorative Cycle at RedEverywhere:

Stage	Focus	Example Staff Questions
1. Regulation	Calm the situation; ensure safety	“Take a few minutes to breathe I’ll check in soon.”
2. Reflection	Identify what happened	“What was going on for you at that moment?”
3. Responsibility	Explore impact and ownership	“Who was affected by what happened?”
4. Repair	Plan how to make things right	“What can you do to repair the harm?”
5. Reconnection	Rebuild trust and reintegrate	“How will we move forward together?”

Each stage links to the engagement question, helping learners see how the incident affected their progress:

“What engagement level were you at when this happened? What would Level 4 look like next time?”

4.5 Step-by-Step Restorative Process

1. **De-escalation:** Allow the learner time and space to calm before discussion.
2. **Private Conversation:** Conduct the restorative dialogue in a quiet, non-confrontational space.
3. **Use the Script:** Follow the five questions above, adjusting for age and emotional readiness.
4. **Plan for Repair:** Agree on specific restorative actions e.g., writing an apology, completing unfinished work, or supporting the class community.
5. **Follow-Up:** Revisit the learner later in the day or week to reinforce accountability and recognise positive change.

Example in Practice:

A learner shouts during group work, disrupting the session. After calm time, the teacher uses the restorative framework:

“What happened?”

“I got angry because people laughed.”

“Who was affected?”

“Everyone I stopped the group.”

“What can you do to make it right?”

“Say sorry and help finish the task.”

The learner apologises and contributes to the next group task rebuilding both connection and self-respect.

4.6 The Role of Reflection in Consequences

Reflection sheets are integrated into the process. Learners record:

- What happened
- How they felt before, during, and after
- Their engagement level at the time
- Their plan to move one level higher

These are stored within the Behaviour and Learning file and reviewed weekly by the Behaviour Lead. Over time, patterns reveal triggers, progress, and resilience-building opportunities.

4.7 Balancing Recognition and Accountability

RedEverywhere's behaviour system ensures that **every recognition is matched with reflection**, and every consequence includes **reconnection**. The two are inseparable one celebrates growth, the other supports repair.

When implemented consistently, this approach reduces exclusions, builds trust, and develops emotionally literate learners who take responsibility for themselves and others.

As one student reflected in a review meeting:

“When teachers ask me about my level instead of shouting, I feel like I can start again. That’s what helps me learn.”

5. Support and Interventions

5.1 Philosophy and Purpose

The RedEverywhere approach to support and interventions is grounded in the belief that **behavioural challenges are unmet needs expressed through actions**. Every learner deserves structured, compassionate, and individualised support that meets them where they are in their engagement journey.

Support at RedEverywhere is not reactive it is **planned, relational, and data-informed**. The aim is to build capacity within each learner to self-regulate, reflect, and progress through the **Seventh Level Engagement Framework**, from *Awareness* to *Advocacy*.

We operate a **graduated response model**, ensuring that the right support is offered at the right time. Every staff member from teachers and mentors to administrators — plays a role in identifying early warning signs, implementing strategies, and measuring progress.

The guiding principle across all interventions remains:

“At what level of engagement is this learner right now, and what do they need to move forward?”

5.2 The Tiered Model of Behavioural Support

Tier	Description	Focus of Support	Example Interventions	Engagement Levels
Tier 1: Universal	Whole-school, preventative, and proactive approaches for all learners.	Relationships, routines, and consistency.	Daily check-ins, positive reinforcement, behaviour micro-lessons, class circles.	Levels 1–3: Awareness, Connection, Participation
Tier 2: Targeted	For learners needing additional short-term support.	Early intervention and skill development.	Behaviour Support Plans (BSPs), mentoring, Zones of Regulation, restorative coaching.	Levels 3–5: Belonging, Shared Purpose

Tier	Description	Focus of Support	Example Interventions	Engagement Levels
Tier 3: Specialist	For learners with persistent or complex needs requiring multi-agency input.	Personalised intervention, external agency collaboration.	Pastoral Support Plans (PSPs), CAMHS involvement, therapeutic work, family liaison.	Levels 5–7: Advocacy, Legacy

5.3 Step-by-Step Implementation Guide

Step 1 – Identify Need

Teachers or key workers notice early signs of disengagement such as withdrawal, irritability, or avoidance. The first response is relational: reconnecting through a check-in conversation rather than a referral.

Example staff script:

“I’ve noticed you seem quiet this week. Is there something making learning harder for you right now?”

Staff record observations in the Behaviour Log, highlighting the learner’s perceived engagement level.

Step 2 – Plan Support

If low engagement continues, the **Behaviour Lead** arranges a short meeting with the staff team and the learner to complete a **Behaviour Support Plan (BSP)**. The BSP includes triggers, strengths, strategies, and a clear goal focused on moving one engagement level higher.

Step 3 – Implement and Monitor

The agreed strategies are implemented consistently for at least four weeks. Staff note progress daily and review the BSP weekly. Adjustments are made collaboratively with the learner’s voice central to decision-making.

Step 4 – Review and Escalate if Needed

If limited progress is observed after 6–8 weeks, the case is reviewed with the **Director of Teaching and Learning** and a **Pastoral Support Plan (PSP)** may be initiated, involving external partners (e.g., Educational Psychologist, CAMHS, or Youth Offending Service).

Step 5 – Evaluate and Reinforce Progress

When progress is achieved, recognition is given both privately and publicly. A learner who moves from Level 3 (“Participation”) to Level 4 (“Belonging”) might receive a certificate or be offered peer mentoring responsibilities reinforcing growth through ownership.

5.4 Example: Behaviour Support Plan (BSP) Walkthrough

Section	Details
Student Name:	Ryan
Engagement Level:	Level 2 – Connection
Primary Concern:	Avoidance of group activities and frequent withdrawal.
Strengths:	Creative, enjoys one-to-one discussion, strong sense of fairness.
Triggers:	Feeling misunderstood, sensory overload, peer conflict.
Strategies:	Short movement breaks, structured feedback, visual instructions, positive reinforcement.
Support Staff:	Key Mentor (Imran) and Teaching Assistant (Ellis)
Goal:	To progress from Level 2 (Connection) to Level 3 (Participation) by the end of the term.
Review Cycle:	Weekly feedback meetings with mentor; parent contact every Friday.

Example Dialogue from Review:

Staff: “What’s working well for you this week?”

Ryan: “I stayed in the group for longer and didn’t walk out.”

Staff: “That’s great that’s Level 3 behaviour. What can help you stay there next time?”

Ryan: “If someone checks in when I start to get annoyed.”

Staff: “Done we’ll add that to your plan.”

This reflective, collaborative tone empowers the learner to take ownership rather than feel controlled.

5.5 Multi-Agency Collaboration

RedEverywhere’s interventions extend beyond the classroom. The Head of Behaviour and Learning coordinates with external professionals and family networks to ensure wraparound support.

Typical partners include:

- **CAMHS (Child and Adolescent Mental Health Services)** for anxiety, trauma, or emotional regulation work.
- **Educational Psychologists** for cognitive and behavioural assessments.
- **Local Authority SEND Services** for targeted inclusion planning.
- **Youth Workers or Mentors** from community organisations for positive role modelling.

Meetings follow a **Team Around the Child (TAC)** format, with the learner present wherever possible.

The TAC process ensures accountability, shared understanding, and coherence in the strategies used.

Example:

A student on a PSP due to persistent avoidance works with both a RedEverywhere mentor and a CAMHS practitioner. Strategies are integrated — the practitioner focuses on anxiety management, while RedEverywhere staff reinforce classroom regulation routines. Progress is reviewed every four weeks.

5.6 Reviewing the Effectiveness of Support

Review Tool	Purpose	Frequency	Responsibility
Behaviour and Engagement Tracker	Monitors weekly movement between levels	Weekly	Behaviour Lead
BSP/PSP Review Meetings	Evaluate strategies and progress	Fortnightly	Head of Behaviour & Learning
Multi-Agency Reviews	Align support with external partners	6–8 weeks	DSL / SENCO
Student Voice Sessions	Gather learner reflections	Termly	Key Mentor
Family Feedback	Maintain partnership consistency	Termly	Family Liaison Officer

If a learner plateaus, staff revisit the question:

“Is this a behaviour problem or an unmet need we haven’t identified yet?”

This ensures the approach remains compassionate, not punitive.

5.7 Impact and Cultural Outcomes

Effective support and interventions have transformed the RedEverywhere culture. Over the past year, pilot hubs reported:

- A **40% reduction in behavioural incidents**.
- **Improved attendance** from an average of 78% to 87%.
- Learner voice surveys showing **94% feel safe and understood**.
- Increased self-referrals for mentoring and wellbeing sessions clear evidence of ownership and agency.

These outcomes confirm that when emotional literacy, restorative dialogue, and structured support intersect, **behaviour becomes learning** not exclusion.

6. Staff Training and Professional Development

6.1 Purpose and Rationale

At RedEverywhere, the quality of our relationships depends on the quality of our staff development.

We know that **consistency, empathy, and skill** across all staff are essential for embedding the Behaviour Curriculum and sustaining positive outcomes for learners.

Our professional learning model therefore moves beyond compliance training — it is about **culture change**.

Every member of staff, from senior leaders to apprentices, must understand not just *what* we do, but *why* we do it.

The Behaviour Curriculum demands high emotional literacy, confident communication, and trauma-informed practice. Staff must be able to de-escalate conflict, identify emotional triggers, and use restorative and relational methods to rebuild trust. This requires a structured, ongoing training programme that is reflective, evidence-informed, and connected directly to the **Seventh Level Engagement Framework**.

6.2 Core Training Principles

Our professional development offer is based on four interconnected principles:

1. **Consistency** – Every adult models the same language, expectations, and restorative processes.
2. **Confidence** – Staff understand the theory behind engagement, behaviour, and trauma.
3. **Reflection** – Regular opportunities exist for staff to process challenges and seek support.
4. **Growth** – Professional learning is dynamic; staff evolve with learners.

This ensures that every learner’s experience of RedEverywhere is safe, fair, and predictable, regardless of the site or staff member they encounter.

6.3 Annual Training Framework

The following matrix sets out RedEverywhere’s mandatory and developmental training schedule for all staff.

Training Area	Purpose	Frequency	Audience	Delivered By
Safeguarding & KCSIE	Understanding child protection, statutory duties, and safe working practice.	Annual	All staff	Designated Safeguarding Lead
Positive Behaviour Support (PBS)	Teaching and reinforcing pro-social behaviour and emotional regulation.	Annual	All staff	Head of Behaviour & Learning
Restorative Practice	Embedding relational repair through restorative dialogue.	Annual	All staff	External trainer / internal coach
Trauma-Informed Practice	Understanding the impact of trauma, attachment, and ACEs.	Biennial	All staff	SENCO / Clinical Partner
De-escalation & Conflict Resolution	Managing emotional crisis calmly and safely.	Annual	Teaching & Support Staff	Behaviour Lead

Training Area	Purpose	Frequency	Audience	Delivered By
The Seventh Level Engagement Framework	Understanding, applying, and measuring engagement across levels.	Annual	All staff	Head of Behaviour & Learning
Zones of Regulation	Teaching self-regulation strategies and emotional awareness.	Annual	Teaching Assistants / Mentors	SEND Team
Reflective Supervision	Structured time for staff to process experiences and maintain emotional wellbeing.	Monthly	All staff	External Supervisor / SLT
Leadership in Behaviour	Coaching others, monitoring consistency, and leading with empathy.	Termly	SLT / Site Leads	Managing Partner / Director of Teaching & Learning

6.4 Step-by-Step Implementation

Step 1 – Induction and Orientation

All new staff undergo a **Behaviour Induction Programme** during their first week. This includes:

- An overview of the Behaviour Curriculum and the RED Way.
- An introduction to the Seventh Level Engagement Framework.
- Observation of experienced staff conducting restorative conversations.
- Role-play exercises on de-escalation and emotional coaching.

New staff are assigned a **Behaviour Buddy** an experienced colleague who provides support for their first six weeks.

Step 2 – Continuous Learning and Reflection

Behaviour practice evolves daily; staff reflect on what works and what doesn't. Each Friday, teams complete a short "*Reflect and Refine*" discussion:

- What engagement challenges did we see this week?
- How did we apply the framework?

- What can we adjust next week?

This reflection is captured in the *Behaviour and Learning Log*, ensuring that insight becomes institutional knowledge.

Step 3 – Peer Observation and Coaching

Every term, staff conduct **peer observations** focusing on behaviour management and engagement strategies.

Observers use a supportive template rather than a judgemental checklist.

Key reflective questions include:

- How was positive behaviour modelled and reinforced?
- Was the engagement question used effectively?
- How did staff respond to dysregulation or disengagement?

Feedback is shared during 1:1 coaching sessions, helping staff develop self-awareness and consistency.

Step 4 – Reflective Supervision

Monthly supervision sessions give staff a safe, confidential space to discuss emotional impact, compassion fatigue, or challenging cases.

This reflective structure prevents burnout, encourages empathy, and ensures that staff wellbeing underpins effective behaviour practice.

Each session includes three focus areas:

1. **Emotional Debrief:** Discuss difficult moments safely.
2. **Reflective Practice:** Explore what could be done differently next time.
3. **Action Planning:** Identify support or further training needed.

Step 5 – Evaluation and Accountability

Each term, the Behaviour Lead audits staff training records and classroom practice. Data is collated through:

- Lesson observations.
- Staff self-assessment surveys.
- Incident analysis reports.
- Student and parent voice feedback.

Findings inform the next cycle of CPD and coaching priorities.

6.5 Example: Reflective Supervision in Action

Scenario:

A staff member struggles with a learner who frequently leaves the classroom during conflict.

During supervision, the facilitator asks:

“What engagement level do you think this learner operates at most of the time?”

“What might be happening emotionally before they leave?”

“How can you prepare the environment to help them move one level higher?”

The staff member identifies that the learner feels unsafe during peer criticism. They agree to build pre-emptive check-ins and visual cues for support.

At the next review, incidents drop significantly not through stricter control, but through relational safety and predictive awareness.

6.6 Staff Development Timeline

Term	Focus	Outcome Measure
Autumn	Embedding routines and restorative language	Consistent daily check-ins and calm starts observed in all classes.
Spring	Enhancing engagement tracking and reflection tools	Staff accurately identify and record engagement levels.
Summer	Leadership and coaching development	Staff confident in mentoring peers and leading restorative meetings.

6.7 Culture of Continuous Improvement

Training at RedEverywhere is not an event it is a **continuous learning journey**. Our professional culture mirrors the Seventh Level model:

- **Trust:** Staff feel safe to make mistakes and seek guidance.
- **Participation:** Everyone contributes to refining behaviour practice.
- **Belonging:** Staff feel part of a unified mission.
- **Advocacy:** Experienced staff mentor others, sustaining excellence across the organisation.

In this way, the Behaviour Curriculum doesn't just transform how students behave it transforms how staff teach, reflect, and connect.

7. Family and Community Engagement

7.1 Purpose and Rationale

At RedEverywhere, we recognise that **family engagement is the cornerstone of behavioural progress and emotional stability**. Many of our learners have experienced disrupted relationships or breakdowns in communication between home and school.

To rebuild this bridge, we use a proactive, compassionate, and consistent approach to partnership working.

We believe families are not an external audience but an integral part of the **Behaviour Curriculum**. Our role is to help parents and carers understand the **Seventh Level Engagement Framework**, equipping them with the same relational language and tools used in school.

When families and staff share a common language — “trust, belonging, shared purpose” — consistency grows. Learners then experience alignment between school and home, which reduces anxiety and improves engagement.

The overarching aim of this section is to ensure that families:

- Feel valued, respected, and included in their child's journey.
- Understand the engagement model and how they can reinforce it at home.
- Receive clear, regular communication and practical support.
- Participate in restorative conversations where needed, not only when problems occur.

7.2 Core Principles of Engagement

RedEverywhere’s family engagement model is based on five key principles:

Principle	Description	Example in Practice
Trust	Build relationships through consistency, honesty, and reliability.	Weekly check-in calls, not just when issues arise.
Transparency	Be open about expectations, progress, and challenges.	Share engagement data with families in plain language.
Empowerment	Equip families with tools and knowledge to support behaviour at home.	Provide handouts on regulation strategies and engagement levels.
Respect	Recognise cultural, linguistic, and family diversity.	Offer translation support and flexible meeting options.
Collaboration	Work <i>with</i> families, not <i>to</i> them.	Co-design goals for Behaviour Support Plans.

These principles ensure that engagement is authentic, not tokenistic.

7.3 Step-by-Step Implementation Framework

Step 1 – Introduce the Framework

During the induction phase, families receive a short **Engagement Handbook** explaining the seven levels, the RED Way, and examples of home reinforcement.

Example script during an introductory meeting:

“At RedEverywhere, we don’t just measure attendance or grades. We look at how your child is reconnecting with learning their level of engagement. Together, we’ll help them move step-by-step from awareness to advocacy.”

This sets a positive, forward-looking tone.

Step 2 – Regular Communication

Every family has a **Key Contact** usually the learner’s mentor or Teaching and Learning

Assistant who communicates weekly through short updates via phone, email, or the RedEverywhere parent portal.

Communication Type	Purpose	Frequency
Check-in call	Relationship building, sharing success	Weekly
Progress summary email	Share engagement data and highlights	Fortnightly
Family newsletter	Celebrate site achievements and key updates	Monthly
Parent consultation meeting	Review Behaviour Support Plans (BSP/PSP)	Half-termly

Families are encouraged to use the same **engagement language** e.g., “We’ve noticed she’s showing Level 4 behaviour at home by taking responsibility for chores.”

7.4 Family Support Meetings and Restorative Conversations

Family support meetings follow the same **restorative framework** used with learners. The purpose is not to assign blame but to understand context, restore trust, and align support.

Structure of a Family Restorative Meeting:

1. **Welcome and Purpose:** Establish calm tone and shared goal.
2. **Share Perspectives:** Staff, family, and learner describe what’s working and what isn’t.
3. **Identify Engagement Levels:** Discuss where the learner currently is and what’s needed for progress.
4. **Agree on Actions:** Co-create strategies both at school and home.
5. **Confirm Follow-Up:** Agree on review date and point of contact.

Example Conversation:

Parent: “He shuts down at home after a bad day.”
 Staff: “That sounds like Level 2 engagement connection but not yet participation. How can we both help him feel safe to re-engage?”
 By integrating the same question framework used with learners, families become partners in relational growth rather than passive recipients of information.

7.5 Community Partnerships

Behaviour change is more sustainable when the community shares responsibility. RedEverywhere therefore builds partnerships with youth organisations, sports clubs, and mental health charities to create a **network of belonging**.

Examples of Current and Planned Partnerships:

Partner	Focus Area	Contribution
Local Youth Foundation	Positive activities and mentoring	Evening sessions for disengaged learners
CAMHS	Emotional regulation and mental health support	Direct therapeutic input for Tier 3 learners
780 Coaching	Discipline, teamwork, resilience	Access to structured sports programmes
Local Colleges and Apprenticeship Hubs	Transition and aspiration	Early access to vocational pathways
Creative Arts Networks	Self-expression and inclusion	Projects linking creativity to wellbeing

Through these partnerships, RedEverywhere learners experience belonging beyond the classroom an essential marker of Level 5+ engagement.

7.6 Family Empowerment Tools

To support consistency, families are given access to practical tools:

- **The Engagement Ladder Poster** – visual guide to track progress at home.
- **Calm Conversations Sheet** – prompts for managing emotional moments.
- **Home–School Journal** – communication log for small successes.
- **Parent Workshops** – covering topics like emotional coaching, digital wellbeing, and managing conflict.

Workshop Example:

“Supporting Emotional Regulation at Home”

- Led by the Behaviour and Learning Team.
- Interactive role-plays of common conflict scenarios.
- Introduction to the Seventh Level question as a conversation starter.

Parents often describe this as transformative helping them respond with empathy instead of frustration.

7.7 Case Example: Collaborative Progress

A Year 8 learner with significant school anxiety attended irregularly. Through consistent engagement calls and a family workshop on trust-building, the mother began using the Seventh Level language at home.

When the learner reached Level 4 (Belonging), he proudly explained, “I’m part of the team now my mum says I’m showing Level 4 behaviour when I get ready on time.”

This demonstrates how a shared framework builds unity and pride across home and school.

7.8 Review and Evaluation

Measure	Method	Frequency	Responsible Lead
Family Feedback	Surveys and discussion forums	Termly	Family Liaison Officer
Engagement Data	Cross-referenced with attendance and behaviour	Termly	Head of Behaviour
Parent Workshop Attendance	Sign-in data and follow-up evaluation	Half-termly	Director of Teaching & Learning
Community Partnership Impact	Partnership logs and success stories	Termly	Managing Partner

7.9 Long-Term Impact

The RedEverywhere model transforms family-school relationships from reactive to restorative.

When home, school, and community align around a shared language of engagement and empathy, learners experience the consistency, security, and belonging they need to thrive.

8. Curriculum Impact and Evaluation

8.1 Purpose

The impact of the Behaviour Curriculum is not measured solely through reduced incidents or improved attendance; it is evidenced through **emotional growth, relational stability, and consistent movement through the Seven Levels of Engagement.**

Our evaluation approach focuses on *how well learners develop the skills, self-awareness, and confidence to manage themselves, and how effectively staff embed consistent, restorative practice across all settings.*

This ensures we do not just record “better behaviour” we demonstrate **deeper engagement, safer relationships, and stronger outcomes.**

8.2 Evaluation Framework

The **RedEverywhere Evaluation Framework** integrates quantitative and qualitative measures across four domains:

Domain	Indicators	Evidence Sources	Review Frequency
Engagement Growth	% of learners progressing one or more engagement levels termly	Engagement Tracker, Student Reflections	Termly
Behavioural Improvement	Reduction in recorded negative incidents	MIS behaviour logs, restorative meeting data	Half-termly
Relational Culture	Quality of staff-student and staff-family interactions	Student Voice Surveys, Family Feedback	Termly
Staff Consistency	Implementation of routines, reflection, and restorative practice	Lesson observations, reflective supervision logs	Termly

This multi-dimensional approach ensures impact is both measurable and meaningful.

8.3 Data Collection Tools

To ensure consistency, the following digital and manual tools are used across all RedEverywhere hubs:

Tool	Purpose	Owner	Notes
Behaviour & Engagement Tracker (Microsoft 365 Dashboard)	Monitors engagement level movement per learner	Behaviour Lead	Linked to attendance and academic data
Restorative Log	Records conversations, outcomes, and repair actions	Teaching & Learning Assistants	Enables cross-site pattern analysis
Student Reflection Sheets	Learner self-assessment tool on weekly progress	Key Worker	Reviewed weekly in mentor sessions
Family Feedback Forms	Collects parental perspectives on behaviour change	Family Liaison Officer	Conducted termly via QR Code
Staff Reflection Logs	Documents training application and challenges	All Staff	Reviewed in supervision meetings

Example Insight:

An analysis of Term 3 data may show that while recorded incidents decreased by 30%, engagement movement from Level 3 to 4 increased by 42%. This suggests relational consistency and self-regulation improvements, not just compliance.

8.4 Engagement Tracking in Practice

Each learner's engagement journey is mapped termly using the **Seventh Level Engagement Ladder**.

Staff identify where the learner began, the supports provided, and the level reached by review.

Level	Focus Area	Indicators of Progress	Example Evidence
1 – Awareness	Safety, presence, and regulation	Attends part-time, responds to basic expectations	Re-engagement log shows initial attendance gains
3 – Participation	Routine engagement	Takes part in class activities and uses strategies	Journals show self-regulation prompts used
5 – Shared Purpose	Contribution to community	Supports peers, contributes to projects	Teacher observation notes, peer nominations
7 – Advocacy	Leadership and legacy	Acts as mentor, models engagement	Presentation at student council

This approach allows RedEverywhere to track relational progress alongside academic development, demonstrating holistic outcomes.

8.5 Case Example 1: Quantitative Impact

Learner: Aisha (Year 9)

Starting Engagement Level: 2 – Connection

Interventions: BSP, family workshops, peer mentoring.

Termly Review Data:

Term	Attendance	Behaviour Points	Engagement Level	Notes
Autumn	72%	15	Level 2	Refusal to engage, high anxiety
Spring	84%	7	Level 4	Joined group activities, better communication
Summer	91%	3	Level 5	Leading art project, improved confidence

Outcome: Aisha moved from partial attendance and low trust to active participation and leadership. Staff observed emotional maturity and peer empathy — clear evidence of progression through the framework.

8.6 Case Example 2: Qualitative Impact

Learner: Jayden (Year 10)

Profile: Previously excluded from mainstream, entering RedEverywhere at Level 1 (Awareness).

Approach: Consistent mentoring, use of restorative dialogue, staff reflection after every incident.

After four months, Jayden began greeting staff daily, participating in team sports, and leading a class circle. In his review he said:

“Before, I thought teachers just wanted to tell me off. Now they ask me what level I’m at that helps me think before I act.”

Jayden’s language shows internalisation of self-regulation and agency the ultimate goal of the curriculum.

8.7 Staff Impact and Consistency

Staff impact is monitored through supervision records, peer observations, and training audits.

Evaluation focuses on both confidence and competence.

Measure	Indicator	Method	Outcome (2025)
Confidence in restorative dialogue	90% staff self-rated "confident" or "very confident"	Staff survey	Consistent tone in student feedback
Understanding of engagement levels	100% of staff able to describe framework accurately	CPD assessment	Common language across sites
Staff wellbeing and resilience	Reduced burnout indicators	Supervision and absence data	Absence due to stress reduced by 25%

This ensures that behavioural consistency is driven by professional growth rather than compliance mandates.

8.8 Evaluation Cycle

Stage	Focus	Activities	Outputs
1. Data Collection	Gather all relevant evidence	MIS logs, engagement trackers, surveys	Termly dataset
2. Analysis	Identify trends and patterns	Compare across sites and cohorts	Behaviour Report
3. Review	Share findings with SLT and staff	Reflection meetings, CPD adaptation	Updated strategies
4. Report & Share	Disseminate outcomes to stakeholders	Governor reports, LA partners	Annual Behaviour Impact Report

Impact data is presented to staff in visual dashboards, showing year-on-year progress and engagement improvements by site and cohort.

8.9 Long-Term Strategic Indicators

RedEverywhere's goal is not short-term behaviour management but sustainable engagement.

The long-term success indicators include:

- **95% of learners** demonstrating movement across at least one engagement level per academic year.
- **Zero permanent exclusions** from RedEverywhere provisions.
- **Increased re-integration rates** to mainstream education or successful post-16 transition.
- **Improved community reputation**, with partner schools reporting positive re-engagement outcomes.

These indicators align with Ofsted's judgement areas: *Behaviour and Attitudes*, *Personal Development*, and *Leadership and Management*.

8.10 Summary of Impact Evaluation

Impact at RedEverywhere is relational, measurable, and visible.

By triangulating engagement data, restorative records, and staff reflections, we demonstrate that learners are not just behaving better they are **belonging, contributing, and leading**.

Progress is both a personal and collective achievement: staff, students, and families move together through the seven levels of engagement, ensuring that growth is sustained beyond the classroom.

As one parent said during a review meeting:

"This is the first time my child has felt proud to be part of a school. It's not about punishment here it's about progress."

That statement encapsulates the very essence of impact at RedEverywhere.

9. Governance and Review

9.1 Purpose

Governance provides the foundation for accountability, reflection, and improvement within the Behaviour Curriculum.

At RedEverywhere, strong governance ensures that behaviour practice is not dependent on individual goodwill but embedded across all hubs as a **system of culture, trust, and continuous learning**.

Our governance model ensures that every leader from classroom staff to Managing Partner plays a defined role in maintaining the integrity and impact of the Behaviour Curriculum.

It also connects behaviour outcomes directly to wider organisational priorities such as *safeguarding, attendance, curriculum intent, wellbeing, and personal development*.

The governance process is transparent, collaborative, and driven by data and lived experience. Every voice staff, student, and family contributes to shaping how the Behaviour Curriculum evolves.

9.2 Governance Structure

The structure for Behaviour Curriculum governance at RedEverywhere is both local (site-based) and central (group-wide).

Role / Group	Responsibility	Frequency of Oversight
Managing Partner (Marcus Isman-Egal)	Strategic oversight and final approval of Behaviour Curriculum and related policies.	Annual
Director of Teaching & Learning	Leads curriculum quality, ensures alignment with academic and pastoral development.	Termly
Head of Behaviour & Learning	Day-to-day leadership, training, and data evaluation. Oversees implementation fidelity.	Weekly
Safeguarding & Wellbeing Team	Ensures behaviour practice aligns with child protection, attendance, and wellbeing systems.	Monthly
Site Leads (Doncaster, Scunthorpe, Sheffield, Retford)	Manage local implementation, staff training, and environment consistency.	Fortnightly
Behaviour and Engagement Committee	Multidisciplinary group including staff, student, and parent reps reviewing engagement data.	Half-termly
Advisory Board (External Partners)	Independent oversight, sharing best practice and compliance assurance.	Termly

This tiered model ensures strategic accountability flows downwards, while reflective learning flows upwards.

It allows RedEverywhere to remain adaptive to emerging needs without losing coherence or consistency.

9.3 Review and Quality Assurance Cycle

The Behaviour Curriculum undergoes a **structured annual review cycle** that includes evidence collection, reflection, and re-alignment to national guidance and Ofsted frameworks.

Stage	Focus	Key Activity	Output
1. Self-Evaluation	Site leads and Behaviour Teams complete structured audits.	Review against framework indicators and student voice.	Site Evaluation Reports
2. Data Analysis	Collate engagement, attendance, and incident data across all hubs.	Behaviour and Engagement Dashboard produced termly.	Group-wide comparative analysis
3. Staff Consultation	Gather feedback from reflective supervision and CPD sessions.	Focus groups identify strengths and development areas.	CPD improvement plan
4. Student & Family Voice	Conduct surveys and interviews with learners and carers.	Explore perceptions of belonging, safety, and fairness.	Termly voice report
5. External Validation	Peer review by external education consultant or partner MAT.	Validation of compliance with DfE and Ofsted standards.	Annual external report
6. Strategic Review	Leadership reviews findings, sets annual priorities.	RedEverywhere Behaviour & Engagement Improvement Plan.	Annual publication

Timescale Example:

- **Autumn Term:** Review engagement data and induction practices.
- **Spring Term:** Focus on restorative practice quality and family engagement.
- **Summer Term:** Evaluate long-term impact, update training content, and publish new version.

9.4 Policy Integration and Compliance

The Behaviour Curriculum aligns closely with other RedEverywhere frameworks, ensuring consistency across all organisational processes.

Linked Policy	Alignment Area
Safeguarding & Child Protection Policy	Reinforces safe practice and emotional regulation.
SEND and Inclusion Policy	Ensures behaviour responses are personalised and equitable.
Attendance and Reintegration Policy	Uses engagement levels to guide phased return plans.
Teaching and Learning Policy	Embeds behavioural teaching within lesson design.
Staff Handbook and Code of Conduct	Sets professional expectations and language model.
Wellbeing and Supervision Policy	Supports staff emotional resilience.

This integrated model allows the Behaviour Curriculum to operate as a unifying force not a standalone document ensuring synergy between teaching, wellbeing, and pastoral systems.

9.5 Ofsted and DfE Alignment

RedEverywhere's Behaviour Curriculum has been designed in direct alignment with **Ofsted's Education Inspection Framework (EIF)** and the **Department for Education's Behaviour in Schools Guidance (2022)**.

Ofsted Judgement Area	Behaviour Curriculum Contribution
Behaviour and Attitudes	Promotes calm, respectful relationships and emotional literacy.
Personal Development	Develops empathy, resilience, leadership, and advocacy.
Quality of Education	Embeds behaviour as a taught, sequenced curriculum with measurable outcomes.
Leadership and Management	Demonstrates a culture of safeguarding, staff development, and relational accountability.

By aligning with these frameworks, RedEverywhere ensures external inspection readiness and ongoing compliance with national expectations.

9.6 Continuous Improvement and Innovation

The Behaviour Curriculum remains dynamic, not static. Each academic year, the **Behaviour and Engagement Committee** identifies one or two *innovation priorities* areas where practice can evolve. Examples include:

- Developing digital dashboards linking engagement data with academic progress.
- Integrating AI-based reflective tools to support student self-assessment.
- Expanding community partnerships to provide off-site relational learning experiences.

This cycle of innovation keeps RedEverywhere at the forefront of best practice within the alternative education sector, nationally and internationally.

9.7 Annual Report and Dissemination

At the end of each academic year, the **Head of Behaviour and Learning** produces the **RedEverywhere Behaviour and Engagement Impact Report**.

This document summarises:

- Quantitative data: attendance, incidents, engagement progression.
- Qualitative outcomes: learner voice, staff reflections, and case studies.
- Recommendations for improvement and next-year priorities.

The report is shared with:

- The RedEverywhere Executive Team and Advisory Board.
- Partner schools, local authorities, and commissioners.
- All staff teams as part of CPD launch for the following academic year.

Findings are also integrated into the *Strategic School Improvement Plan* to ensure cohesion across departments.

9.8 Final Statement

Governance at RedEverywhere is both **rigorous and compassionate**.

It ensures accountability without blame, and reflection without stagnation.

Through structured oversight, shared ownership, and continual review, the Behaviour Curriculum remains a living framework — responsive to learners, informed by evidence, and anchored in humanity.

As stated in RedEverywhere's ethos:

Reconnect. Educate. Develop.

We do not just teach young people how to behave; we teach them how to belong, how to lead, and how to thrive.

Appendix 1 – Behaviour Support Plan (BSP)

Purpose

To provide structured and relational support for learners demonstrating behavioural challenges. The Behaviour Support Plan ensures consistency across all staff, supports self-regulation, and tracks progression through the **Seventh Level Engagement Framework**. It records a learner's strengths, triggers, strategies, and goals for engagement improvement.

Each plan should be reviewed fortnightly by the Behaviour Lead, with the learner and family actively involved.

Behaviour Support Plan Template

Section	Details
Student Name:	
Date of Plan:	
Staff Lead / Mentor:	
Current Engagement Level (1–7):	
Strengths and Interests:	
Primary Needs (Emotional / Social / Cognitive):	
Known Triggers or Barriers:	
Preferred De-escalation Strategies:	
Staff Strategies to Implement:	
Learner Self-Regulation Tools:	
Support from Family / Agencies:	
Target Engagement Goal (Next Level):	
Review Date:	
Signatures (Learner / Mentor / Parent):	

Example in Practice:

A learner at **Level 2 – Connection** may have a goal of “joining class group work twice weekly” as a step towards **Level 3 – Participation**.

The BSP ensures this goal is visible, realistic, and owned jointly by staff and learner.

Appendix 2 – Restorative Conversation Record

Purpose

To rebuild trust and understanding after an incident of conflict, harm, or disengagement. The focus is on restoration rather than punishment, with the learner actively reflecting on their actions and next steps.

Staff should use calm, neutral tones and reference the engagement framework throughout.

Restorative Conversation Template

Date: Staff Facilitator: Learner(s): Witnesses (if applicable):

Step 1 – Establish Safety and Calm

Begin the conversation once all parties are emotionally regulated.

“Let’s take a moment to calm down so we can talk this through safely.”

Step 2 – Reflective Questions

Ask the learner to respond, and write short summaries of their answers.

1. What happened, and what were you thinking or feeling at the time?
2. Who has been affected, and how?
3. What do you need right now to feel ready to move forward?
4. Where were you on your **engagement level** when this happened?
5. What would moving **one level higher** look like next time?

Step 3 – Repair and Commit

What actions will you take to repair the harm or restore relationships?

What support will you need from staff or peers?

When will we check back on your progress?

Outcome Summary:

Follow-Up Review Date:

Staff Signature:

Learner Signature:

Best Practice Guidance

Always separate **reflection** from **sanction**.

Use this as a teaching opportunity linked to emotional literacy and engagement progression.

File one copy in the learner record and one in the Behaviour Log.

Appendix 3 – Weekly Reflection Sheet

Purpose

To help learners reflect on weekly progress, self-awareness, and emotional regulation using a consistent structure. Reflection sessions take place each Friday during mentoring time.

Weekly Reflection Template

Area	Reflection (Learner's Comments)	Score (1–5)	Engagement Level (1–7)
Attendance			
Effort and Focus			
Respect and Relationships			
Managing Emotions			
Contribution to Community			
Independent Learning			
Overall Reflection Summary			

Reflective Prompts

Use the following questions to guide discussion:

- What went well this week?
- When did you feel most connected or successful?
- What level of engagement were you operating at most of the week?
- What would it take to move one level higher next week?
- Who or what helped you succeed?

At the end of each week, mentors celebrate small wins and plan one focus goal for the week ahead.

Appendix 4 – Behaviour Micro-Lesson Planner

Purpose

To plan and deliver short, structured lessons (10–15 minutes) teaching key behavioural and social-emotional skills. Micro-lessons are part of the Behaviour Curriculum delivery schedule and should explicitly reference the **Seventh Level Engagement Framework**.

Behaviour Micro-Lesson Planner Template

Stage	Description	Engagement Prompt
Connect	Introduce relevance – link the lesson to real-life scenarios.	“How does this link to where you are on your engagement journey?”
Model	Demonstrate the behaviour or skill clearly.	“What would this look like at the next engagement level?”
Practice	Provide guided opportunities to rehearse the skill.	“Which level are you practising right now?”
Reflect	Invite learners to think about their responses.	“What might it take to move one level higher next time?”
Reinforce	Recognise effort, summarise learning, and link to real context.	“Which level did we reach today, and what’s our goal for next time?”

Example Micro-Lesson: “Managing Frustration”

Objective: To learn and apply self-regulation strategies when feeling angry.

Resources: Emotion cards, breathing techniques poster, reflection sheet.

Steps:

1. Discuss what frustration feels like and looks like.
2. Model a self-calming routine (breathing, grounding).
3. Role-play “pause and plan” scenarios.
4. Reflect: “Which level of engagement were you showing during this activity?”
5. Reinforce progress with positive recognition.

Appendix 5 – Staff Training Matrix

Purpose

To ensure all staff are trained, confident, and consistent in implementing the Behaviour Curriculum. Training covers mandatory, developmental, and reflective learning aligned with the RedEverywhere ethos and legal requirements.

Training Matrix

Training Area	Purpose	Frequency	Audience	Evidence of Completion
Positive Behaviour Support (PBS)	Teaching and reinforcing pro-social behaviour and emotional regulation.	Annual	All Staff	Certificate of Completion
Restorative Practice	Embedding relational repair through dialogue and reflection.	Annual	All Staff	Reflection Log
Trauma-Informed Practice	Understanding the impact of trauma, attachment, and ACEs.	Biennial	All Staff	CPD Record
Safe Handling & De-escalation	Managing emotional crisis safely and calmly.	Annual	Relevant Staff	Observation Record
Seventh Level Engagement Framework	Applying the engagement model to daily practice and learner reflection.	Annual	All Staff	Certificate
Reflective Supervision	Supporting emotional resilience and reflective capacity.	Monthly	All Staff	Supervision Log
Leadership in Behaviour	Coaching and mentoring others in behaviour management.	Termly	SLT / Site Leads	Peer Observation Record

Implementation Notes

- All new staff complete induction within four weeks of joining.
- Certificates and logs are stored within each employee's digital CPD folder.
- The Head of Behaviour & Learning reviews completion rates termly.
- Gaps trigger additional coaching or targeted re-training sessions.

Evaluation

Progress is reviewed termly via:

- Staff surveys assessing confidence and consistency.
- Observation data reflecting application of engagement framework.
- Correlation with improved learner engagement and reduced incidents.

This ensures a professional learning culture where behaviour leadership is collective, reflective, and evidence-based.

Appendix 6 – The Seventh Level Engagement Framework Reference Sheet

Purpose

The **Seventh Level Engagement Framework** is at the heart of RedEverywhere’s Behaviour Curriculum. It provides a **shared language and developmental pathway** that helps learners, staff, and families understand engagement not as a fixed state, but as a *journey of reconnection, belonging, and leadership*.

By embedding this framework across lessons, mentoring, and restorative conversations, staff can consistently identify where a learner is on their engagement journey and plan strategies to help them move forward.

Overview of the Framework

Level	Name	Description of Learner Behaviour	Staff Focus / Strategy	Example Reflective Question
Level 1	Awareness	The learner is present but disengaged or resistant. May be withdrawn, defensive, or anxious.	Focus on safety, predictability, and calm tone. Avoid demands; build trust.	“What might help you feel more comfortable or safe here?”
Level 2	Connection	Begins to acknowledge staff support and responds to relational warmth. Engagement is still inconsistent.	Use daily check-ins and show genuine interest. Keep communication simple and non-judgemental.	“What’s one thing that helps you feel connected today?”
Level 3	Participation	Learner begins to take part in structured activities. Follows routines with gentle prompting.	Reinforce success, model behaviour, and encourage responsibility.	“What did you do today that showed participation?”
Level 4	Belonging	Demonstrates emotional safety, mutual respect, and willingness to contribute.	Strengthen identity within group, celebrate inclusion, and share ownership.	“When did you feel part of the team this week?”

Level	Name	Description of Learner Behaviour	Staff Focus / Strategy	Example Reflective Question
Level 5	Shared Purpose	Learner shows empathy, collaboration, and motivation linked to group success.	Co-create goals, support peer mentoring, and recognise leadership.	“How did you help others or the group succeed today?”
Level 6	Advocacy	Begins to take active responsibility for their actions, supports others, and models the values of RedEverywhere.	Offer structured leadership opportunities and community participation.	“How are you using your voice or experience to support others?”
Level 7	Legacy	Fully engaged, self-regulated, and purposeful. Learner contributes beyond self-interest and leaves a positive mark on others.	Provide mentorship roles, celebrate impact, and encourage reflection on growth journey.	“What difference do you want to make for others?”

How to Use the Framework in Daily Practice

Context	How to Apply	Example
Morning Check-ins	Identify current engagement level through brief conversation or observation.	“How are you feeling today? What level do you think you’re at?”
Lesson Planning	Differentiate support and language to match learner’s engagement level.	Level 2 learners: pair work, gentle scaffolding; Level 5 learners: peer coaching.
Restorative Conversations	Frame questions around movement between levels rather than fault.	“What level were you at when that happened? How can you move one up?”
Mentor Reviews	Track learner progress weekly using the Engagement Ladder Tracker.	Review engagement logs and celebrate improvement over time.
Family Communication	Share levels language with parents to support consistency at home.	“Your child is at Level 4 – they’re feeling part of the group and taking initiative.”

Signs of Progression Between Levels

Progress Indicator	Description	Monitoring Method
Increased Verbal Communication	Learner speaks more openly with staff or peers.	Daily check-ins, mentor notes.
Improved Self-Regulation	Learner uses calming strategies independently.	Observation, reflection sheets.
Positive Peer Interaction	Supports or collaborates with others.	Group activity logs, peer feedback.
Reduced Incident Frequency	Fewer emotional outbursts or refusals.	Behaviour Log analysis.
Ownership of Learning	Learner initiates tasks or sets goals.	Engagement Tracker and review meetings.

Seventh Level Reflection Prompts for Staff

Use these questions to deepen connection and guide progression:

1. Where is this learner currently operating on the engagement ladder?
2. What does this level *look like and sound like* for them?
3. What might they need from me to move one level higher?
4. How am I demonstrating relational consistency and calm curiosity?
5. What celebration or recognition would reinforce their progress?

Key Message for Staff and Learners

“Engagement is not an expectation it’s a journey.”

Each small step forward represents growth, trust, and belonging.
At RedEverywhere, we celebrate every level of progress because every level matters.

Implementation Tips

Visuals: Display the Engagement Ladder poster in every classroom and staff area.

Language: Use level-based language in reports, feedback, and emails.

Training: Revisit the framework during staff briefings and supervision.

Consistency: All staff use the same prompts and descriptors to avoid confusion.

Outcome of Consistent Use

When the Seventh Level Framework is fully embedded:

Learners self-assess and articulate their needs confidently.

Staff respond relationally, not reactively.

Families recognise and reinforce engagement growth.

The culture shifts from behaviour *management* to behaviour *understanding and empowerment*.

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