

Staff Behaviour Curriculum Guide

January 2026



THE SEVEN LEVEL ENGAGEMENT FRAMEWORK

Overview

The Seven Level Engagement Framework is the foundation of our new Behaviour Curriculum. It provides a shared professional language for understanding behaviour developmentally and planning relational, trauma-informed support.

Level 1 – Awareness

What it looks like:

- Present but disengaged, anxious, withdrawn, or dysregulated.
- Avoids eye contact or demands.

Staff focus:

- Prioritise safety, predictable tone, no demands.
- Create calm conditions for co-regulation.

Level 2 – Connection

What it looks like:

- Beginning to trust adults and respond to relational warmth.
- Accepts simple directions and basic routines.

Staff focus:

- Use check-ins and simple communication.
- Maintain consistency and reassurance.

Level 3 – Participation

What it looks like:

- Engages in tasks with encouragement or prompting.
- Follows routines more reliably.

Staff focus:

- Scaffold success and provide clear modelling.
- Narrate positive behaviour and praise effort.

Level 4 – Belonging

What it looks like:

- Demonstrates comfort in the group.
- Builds peer relationships and joins group tasks.

Staff focus:

- Encourage identity-building and group roles.
- Promote collaboration and shared responsibility.

Level 5 – Shared Purpose

What it looks like:

- Works collaboratively with empathy and purpose.
- Motivated by joint goals and group success.

Staff focus:

- Co-create goals, encourage teamwork, and peer mentoring.

Level 6 – Advocacy

What it looks like:

- Models expectations and supports peers.
- Uses reflective language independently.

Staff focus:

- Offer structured leadership opportunities.
- Recognise positive influence on others.

Level 7 – Legacy

What it looks like:

- Self-regulated, committed, and community-minded.
- Contributes beyond self-interest and builds culture.

Staff focus:

- Celebrate wider impact and encourage mentoring roles.
- Showcase achievement and leadership.

DAILY PRACTICE CHECKLIST

Meet-and-Greet

- Warm, calm welcome
- Use the learner's name
- Scan emotional state
- Offer connection, not correction

Calm Start

- Predictable, low-demand activity
- Mindfulness/regulation option
- Journaling or quiet task
- Avoid early cognitive load

In-Lesson Practice

- Narrate positive behaviour
- Use Seven Level language
- Model routines and expectations
- Scaffold transitions and tasks
- Reinforce effort and persistence

Restorative Responses

- Regulate first before talk
- Use the 5-Step Script (see Handout 3)
- Focus on repair and reconnection
- Log incident on system

End-of-Day Reflection

- Reflection Circle
- Engagement Level check ("Where were you today?")
- Praise growth
- Set intention for tomorrow

RESTORATIVE CONVERSATION SCRIPT

Regulation

“Take a moment. I’m here with you. Let’s breathe first.”

Reflection

“What happened? What were you feeling or thinking at the time?”

Responsibility

“Who has been affected by what happened? In what way?”

Repair

“What needs to happen now to put things right?”

Reconnection

“How can we move forward together?”

Engagement Prompt

“What level were you at when this happened?
What would one level higher look like next time?”

This script must be used consistently across all hubs.

BEHAVIOUR MICRO-LESSON PLANNER

Micro-lessons are 10–15 minutes and delivered weekly as part of the Behaviour Curriculum.

1. CONNECT

Briefly explain:

- Why the skill matters
- Which engagement level it links to

Example: “Today we are learning how to manage frustration. This supports Level 2 (Connection) and Level 3 (Participation).”

2. MODEL

Demonstrate the behaviour clearly.

Provide a positive and negative example if appropriate.

3. PRACTICE

Use rehearsal strategies:

- Role-play
- Paired scenarios
- Group modelling
- Scripted responses

4. REFLECT

Use level-based prompts:

- “What level were you showing during the task?”
- “What would moving up one level look like?”

5. REINFORCE

Conclude by:

- Summarising learning
- Reinforcing the skill
- Recognising effort and progress

THE RED WAY

(Reconnect, Educate, Develop)

Reconnect

Build trust and emotional safety
Warm tone, predictable routines
Create low-stress learning spaces

Educate

Teach responsibility and participation
Model resilience and effort
Celebrate small steps of progress

Develop

Encourage reflection and ownership
Promote leadership and community roles
Strengthen identity, confidence, and pride



RED
Everywhere