Behaviour & Relationships Policy

Date of Approval:	
Approved by:	**Education Committee**
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Policy Information:

Date of last review	New Policy	Review period	Annually
Date approved		Approved by	Education Committee
Policy owner	Director of Education	Date of next review	November 2026

Updates made since the last review:

Review date	Changes made	By whom
N/A	New Policy	Director of Education

1. Introduction

At Forward Education Trust, we are committed to fostering environments where every pupil, adult, and family feels recognised, safe, and heard. Our Behaviour and Relationships Policy is rooted in a set of core principles which were created by colleagues from across all of our schools. The behaviour and relationship principles are; belonging, kindness, safety, empowerment and respect. Central to our approach is the belief that strong, positive relationships underpin effective learning and personal development. We prioritise emotional safety and the development of secure attachments, recognising that pupils thrive when they feel calm, connected, and supported. This policy reflects our collective commitment to nurturing inclusive and respectful school cultures where all individuals are empowered to succeed.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024

- Searching, screening and confiscation: advice for schools 2022

- The Equality Act 2010

- Keeping Children Safe in Education

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units

- Use of reasonable force in schools

- Supporting pupils with medical conditions at school

- Special Educational Needs and Disability (SEND) Code of Practice

- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Section 175 of The Education Act 2002

- DfE guidance, which explains that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Behaviour and relationship principles

The following principles reflect our shared values and guide the development of positive behaviour, culture, and relationships within our schools:

- Belonging – Every individual is welcomed and valued for who they are. We foster inclusive environments where individuals feel accepted, connected, and part of a collective purpose.
- Kindness – Kindness is demonstrated through empathy, compassion, and thoughtful actions. We promote positive interactions where tone, language, and behaviour reflect care and understanding.
- Safety – We prioritise physical, emotional, and psychological safety in all settings. Creating secure environments is essential for wellbeing, learning, and personal growth
- Empowerment - We support individuals to develop confidence, independence, and ownership of their learning and actions, enabling them to make informed choices and contribute meaningfully to the school community.

- Respect – We hold high expectations for all learners and staff, encouraging ambition and perseverance. Through tailored support and challenge, we enable meaningful progress and success.

We are committed to practising equity over equality. This means recognising and responding to individual needs—ensuring that each learner receives the support required to thrive, which may not always be the same as their peers.

4. Our approach to behaviour & relationships

At Forward Education Trust, we understand that behaviour is a form of communication—and communication itself is behaviour. What may appear as opposition is often a sign of dysregulation, distress, anxiety, or unmet need. Because behaviour can be learned, it must be explicitly taught, modelled, and practised—just like reading or numeracy. We avoid labels that shame or define the pupil. Instead, we seek to understand what the behaviour is communicating and consider: what support does the pupil need right now?

We aim to understand the individual needs and lived experiences behind each pupil's actions, to support co-regulation and teach the skills required for self-regulation, emotional literacy, and lifelong relational capacity.

Trust-Wide Commitments
We commit to trauma-informed, neurodiversity-affirming and restorative approaches across all settings. Adults build predictable routines, maintain supportive responses, and use low-arousal, emotionally safe language. Outcomes —whether positive or negative—are always logical, proportionate, and transparent, never punitive or shaming.

We view every pupil holistically, recognising that behaviour is only one part of a much bigger picture. As such, we are committed to ensuring that each pupil's environment, sensory profile, regulation strategies, communication needs, and learning pathways are fully understood and met in the most appropriate and individualised way possible. This includes adjusting spaces, environments, routines, tools, and support systems with the aim to ensure that every pupil feels safe, supported, and ready to learn.

All aspects of a pupil's Education, Health and Care Plan (EHCP) are central to our planning and practice. We actively listen to and include the voice of the pupil and their family as partners in all decision-making where possible. Their lived experiences and insights are woven into every aspect of our provision, from classroom practice to strategic planning.

At the heart of our approach is a commitment to fostering a deep sense of belonging, safety, and pride in every pupil. Through these foundations, we nurture intrinsic self-worth—helping pupils recognise their own strengths, identity, and value. Rather than relying on external motivators, we guide pupils towards self-understanding, self-advocacy, and personal pride in their effort, progress, and growth.

Ongoing coaching, supervision, and professional development, clearly structured into each school's CPD cycles, equip all staff to prevent dysregulation wherever possible, and to respond skilfully and compassionately when it occurs. This includes using de-escalation strategies that prioritise the pupil's sense of safety, preserve their dignity, and support their emotional development

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Inclusion and Equity
Recognising the individuality of each learner, we acknowledge that no single approach can meet the full range of sensory, communication, and emotional needs present within our school community. Reasonable adjustments, dynamic risk assessments and personalised regulation plans are integral to our approach. Consistency lies in our principles and relational stance; flexibility lies in how we meet each pupil's unique profile.

Working Outwardly, Reflecting Inwardly
The Trust is proudly outward-facing and evidence-informed. We draw on contemporary research, welcome constructive challenge and collaborate with external professionals—therapeutic services, SEND specialists, safeguarding partners and more—to refine our practice. Frequent pupil, staff and family feedback loops keep our approach responsive and authentic. By combining external insight with internal reflection, we strive to be a beacon of best practice for the pupils and young people we serve.

Positive Behaviour Support Framework
Each Trust school embeds a consistent, trauma-informed, and autism-aware framework based on:
- Relational Practice
- Zones of Regulation
- Communication Profiling, Strategies and Tools
- Sensory Regulation Profiling, Environment and Tools
- Restorative Approaches

Safeguarding and Child on Child abuse
Safeguarding remains the foundation of all decision-making. Any dysregulated behaviour or concerning incident will be reviewed with a focus on identifying possible underlying causes, such as unmet needs or experiences of harm, rather than simply viewing the behaviour in isolation. Where relevant, support will be sought from the Designated Safeguarding Lead (DSL).

Further safeguarding protocols are outlined in the Forward Education Trust Safeguarding and Child Protection Policy, and each school's Safeguarding and Child Protection Policy.

All staff adhere to *Keeping Children Safe in Education (KCSIE)*, recognising that behaviour, particularly dysregulated or concerning behaviour, may be an indicator of underlying safeguarding concerns. Staff are expected to respond with curiosity and compassion, considering whether the behaviour may reflect unmet needs, emotional distress, or experiences of harm. In line with both the Trust's Safeguarding Policy and the individual school's Safeguarding Policy and procedures, any such incidents must be reviewed and recorded appropriately, ensuring that safeguarding protocols are followed and that the pupil's safety, dignity, and wellbeing remain central to all decision-making.

5. **Roles & responsibilities**

Pupil are expected to:
- Be kind and engage positively with peers and adults, using words, gestures, or symbols as appropriate.
-Listen and respond to adults using their preferred method of communication (e.g. verbal, visual, AAC).
-Follow routines and transitions with support, using visual timetables or prompts where needed.
-Use safe hands and bodies, keeping themselves and others safe.
-Express feelings and needs in appropriate ways, with support if needed (e.g. using emotion cards or zones of regulation).
-Engage in learning activities to the best of their ability, with encouragement and scaffolding.

-Take turns and share during group activities or play, with adult modelling and support.
-Use calming strategies when feeling overwhelmed, such as accessing a quiet space or sensory tools.
-Respect personal space and boundaries of others.
-Try new things and show resilience, even when tasks feel challenging.

Expected behaviours are adapted to reflect the individual needs, strengths, and developmental stages of each pupil.

All staff are expected to:
- Model the Trust's values and relational approach
- Use trauma-informed and attachment-aware language
- Reflect on their practice with curiosity
- Be relationally consistent
- Engage in ongoing CPD
-Log behaviours of concern in accordance with agreed school procedures

Senior Leaders
-Provide adequate CPD and training for all staff
-Review practices across the school and respond to the findings accordingly
-Monitor trends in behaviour
-Support staff to adhere to this policy
-Headteacher reports behaviour data to the LAC

Local Academy Councils (LACs)
-Monitor the implementation of the policy within their individual school context.
-Hold school leaders to account for creating safe, inclusive, and relational environments.
-Review behaviour and wellbeing data regularly and support school improvement planning.
-Ensure that pupil voice and community feedback inform ongoing development.
-Promote the Trust's values and principles within the local governance framework.

The Executive Leadership Team
-Review how effectively the Behaviour and Relationships Policy is being implemented across the Trust.
-Ensure alignment with the Trust's strategic priorities and values.
-Monitor Trust-wide trends in behaviour and wellbeing, using data to inform decision-making.
-Provide strategic oversight and support for professional development and capacity building.
-Champion a relational and inclusive culture at all levels of leadership.

The Education Committee
-Oversees legal and ethical compliance
-Promotes inclusion and equity
-Oversees the effectiveness of the Behaviour and Relationships Policy and approaches
-Receives reports on the impact of strategies and behaviour data across the Trust from the Director of Education

6. Responding to behaviour

De-escalation, Reflection, and Repair are priorities. Restrictive practice and physical intervention is only used when absolutely necessary and in line with Team Teach principles, practice and training.

De-escalation, Reflection, and Repair
Staff will use low-arousal, de-escalation techniques tailored to individual pupil profiles. Every effort will be made to actively repair relationships when behaviours of concern arise which might involve acknowledging misunderstandings, engaging with constructive dialogue and/or creating a positive engagement that promotes co-regulation. Staff will:
- Connect before correcting
- Use co-regulation strategies
- Identify the function of behaviour
- Revisit incidents when the pupil is regulated

Actions taken in response to behaviours
Actions taken will be:
- Logical
- Transparent
- Proportionate
- Personalised – taking in to account a pupil's development level and understanding

We follow evidence-based research and do not adopt punitive sanctions or compliance-driven systems that rely on transactional rewards or the external control of behaviour. Instead, we are committed to fostering intrinsic motivation, self-worth, pride, and a strong sense of belonging for every pupil.

At Forward Education Trust, we believe that lasting behavioural change stems from emotional safety, secure relationships, and personalised support—not from strategies that manipulate behaviour through reward-based coercion. Therefore, our systems are rooted in connection, relational safety, and the belief that all pupils can learn, grow, and thrive when they feel truly seen, valued, and understood.

We promote a "connect before you correct" ethos. Staff are empowered to respond to behaviour with curiosity and compassion, using consequences as opportunities for teaching, reflection, and restoration— not control. Our goal is to guide pupils toward meaningful self-regulation and self-advocacy, equipping them for life beyond the classroom.

Responding to behaviours of concern

When a member of school staff becomes aware of a behaviour of concern, they should respond predictably, promptly, and assertively. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across the school respond in a consistent, fair, and proportionate manner so pupils know with certainty that behaviours of concern will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm.

The aims of any response to a behaviour of concern should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of behaviours of concern.

Actions may include:

- Restorative Conversations
  Facilitated dialogue between pupils and/or staff to repair relationships, reflect on impact, and agree on future expectations.
- Verbal Reminder or Re-direction
  Gentle prompts to guide behaviour and reinforce expectations.
- Time-out or Safe Space Access
  Temporary removal from a situation to regulate emotions and prevent escalation.
- De-escalation Strategies
  Use of calm tone, reduced demands, sensory tools, or movement breaks to support regulation.
- Reflection Time
  Structured opportunity for the pupil to reflect on their behaviour with adult support.
- Supportive Check-in with Key Adult
  A trusted adult engages with the pupil to explore underlying needs or triggers.
- Restorative Meeting or Mediation
  A more formal process involving peers or staff to resolve conflict and rebuild trust.
- Internal Suspension
  Temporary removal from regular lessons, with supervised learning and reflection in a designated space.
- Behaviour Support Plan/Risk Reduction Plan (or schools' version of these) review or update
  Adjustments made to individual plans based on new insights or patterns.
- Involvement of Pastoral support.
  Additional support from staff trained in emotional wellbeing and SEND.
- Parent/Carer Communication
  Informing and involving families to support consistency and shared understanding.
- Referral to DSL (Designated Safeguarding Lead)
  If behaviour raises safeguarding concerns, in line with Trust and school safeguarding policies.
- External Agency Involvement
  Where appropriate, referrals to educational psychologists, CAMHS, or other support services.
- Suspension or Permanent Exclusion

Restrictive Practice and Physical Intervention
The use of restrictive practices, including physical intervention, will only be considered:
- As a last resort
- To prevent serious harm to self or others
- Where necessary, reasonable and proportionate and in line with Team Teach training

Team Teach
All schools within the Trust are committed to promoting positive behaviour through consistent, respectful, and safe practices. Where appropriate, staff implement Team Teach strategies to support pupils in managing their emotions and behaviours effectively. These approaches are used with a focus on de-escalation, relationship-building, and the safety of all involved. Staff are adequately trained in Team Teach principles, ensuring that any intervention is carried out in line with best practice and with full regard for the dignity and wellbeing of the pupil.

Using Team Teach is not just the physical restraint aspect. All Schools embed the theory of the approach, including behaviour as communication, cycles of influence, the window of tolerance, understanding the functions of behaviours, stages of distress and support to ensure needs are identified and met far earlier than when a pupil reaches crisis.

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Individual Behaviour Support Plans/Risk Reduction Plans are co-produced with families and, where appropriate, external therapists.

All incidents are recorded and reviewed. Further detail can be found in the Trust's Safer Handling Policy

Recording, Reporting and Reflecting
Staff will record behaviours and responses using each school's electronic system. Reflection should be used to improve consistency, not blame. Leaders will review patterns and ensure systems are in place for early intervention.
SLT analyse data by protected characteristics.
Schools are expected to:
- Maintain clear records
- Log restorative conversations
- Analyse behaviour patterns as part of school improvement
Behaviour records are processed in line with UK GDPR, the Equality Act 2020 and the Trust Data-Protection Policy.

7. Seclusion, searching and confiscation

Our Position on Seclusion
Forward Education Trust is committed to promoting a culture of dignity, safety, and respect for all pupils. Our schools do not routinely use seclusion as a behaviour management strategy. Seclusion is defined as the supervised confinement and isolation of a pupil in a room or area from which they are prevented from leaving. This practice is not aligned with our values of relational, inclusive, and trauma-informed practice.

Where a pupil requires time in a low-stimulus or calm space as part of an agreed self-regulation strategy or sensory profile, this will be planned, supervised, and time-limited. Such spaces are used supportively, not punitively, and always in line with the pupil's individual needs and support plan.

Emergency situations involving significant risk of harm may require a pupil to be temporarily removed from a situation for safety reasons. In such instances, staff must follow the school's Safer Handling Policy and report, record, and review the incident transparently with leadership and parents/carers. Appropriate measures should then be implemented to prevent a similar emergency from occurring in the future. However, such actions are distinct from seclusion and must never become routine or unmanaged.

Forward Education Trust maintains that the use of seclusion is not compatible with its ethos or safeguarding responsibilities. All staff are trained to respond to distress with compassion, curiosity, and care.

See appendix 2 for further information on seclusion, searching and confiscation.

8. Suspension and Permanent Exclusion

Forward Education Trust recognises that suspension and exclusion carry significant consequences for pupils with SEND. As a Trust of special schools, we are committed to inclusive, relational and preventative approaches. However, we retain the legal right to suspend or permanently exclude in line with DfE guidance.

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Headteachers use their professional judgement based on the individual circumstances of the case when considering whether to suspend or exclude a pupil.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

• Physical assault against a pupil, including fighting
• Physical assault against an adult
• Verbal abuse or threatening behaviour against a pupil
• Verbal abuse or threatening behaviour against an adult
• Use, or threat of use, of an offensive weapon or prohibited item
• Bullying
• Racist, homophobic, sexist or discriminatory abuse
• Abuse against sexual orientation or gender reassignment
• Abuse relating to disability
•Drug or alcohol related issues
•Theft/damage to property
•Persistent breaches of acceptable behaviour or persistent failure to meet behaviour expectations

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

Suspensions

- Used for serious breaches that endanger safety or significantly disrupt learning.
- Only the Headteacher may issue a suspension.
- All suspensions must be recorded, reported to the Trust, and communicated to parents.
- Reintegration plans and regulation support will follow all suspensions.

Permanent Exclusion

- Used only in exceptional circumstances (e.g., serious violence, persistent breaches).
- School must demonstrate all reasonable adjustments and EHCP provision were followed.
- Multi-agency input and Trust consultation required before exclusion.
- All exclusions will be reviewed to ensure SEND, safeguarding, and human rights are upheld.

Any suspension or permanent exclusion follows DfE guidance *Suspension & Permanent Exclusion* (August 2024) and the Trust Suspension and Permanent Exclusion Policy.

9. **Bullying**

Bullying is defined as the repetitive, intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time

- Difficult to defend against

Bullying can include:

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Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: -Racial -Faith-based -Gendered (sexist) -Homophobic/biphobic -Transphobic -Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Bullying Prevention and Response Strategy
Forward Education Trust is committed to creating safe, inclusive, and respectful environments where bullying of any kind is not tolerated. Our approach to preventing and responding to bullying is guided by our core principles and relational ethos.

Reporting Incidents
Pupils, parents/carers, and staff are encouraged to report any concerns related to bullying promptly. Clear reporting channels are in place within each school, including trusted adults, designated safeguarding leads, and anonymous reporting options where appropriate.

Investigation Procedures
All allegations of bullying are taken seriously and investigated thoroughly. Investigations are conducted in a timely, fair, and sensitive manner, ensuring that all parties are listened to and supported throughout the process.

Recording and Monitoring
Incidents of bullying are recorded systematically using the school's behaviour and safeguarding systems. Data is regularly analysed to identify patterns, inform interventions, and monitor the effectiveness of preventative strategies.

Actions taken and Restorative Responses
Where bullying is confirmed, appropriate actions are taken in line with Section 6 and 8 of this policy. Responses may include restorative conversations, targeted support, and proportionate sanctions, always guided by the Trust's relational and trauma-informed approach.

Support for Pupils
Support is provided for pupils who have experienced bullying, as well as those who may be vulnerable to bullying. This includes access to pastoral care, mentoring, and therapeutic interventions where needed.

Proactive Whole-School Strategies
Each school implements proactive measures to prevent bullying, including curriculum content on relationships and respect, pupil voice initiatives, peer mentoring, and the promotion of inclusive values through assemblies and displays.

Staff Training
Staff receive regular training on recognising, preventing, and responding to bullying. This includes updates on safeguarding, trauma-informed practice, and relational approaches to conflict resolution.

10. CPD and training

To ensure all staff are equipped to implement this policy with confidence and consistency, schools will provide a structured programme of professional development. This will include:
-Induction Training
All new staff will receive training on the Trust's relational approach, core principles, and expectations around behaviour and relationships.
-Annual Whole-School Training
Each school will deliver annual training on trauma-informed, attachment-aware, and relational practices to ensure consistency and shared understanding.
-Targeted CPD for Specific Roles
Tailored training will be provided to deepen expertise in behaviour support, restorative practice, and inclusive approaches.
-De-escalation and Emotion Coaching Workshops
Staff will be trained in practical strategies to support emotional regulation and reduce conflict in a calm, respectful manner.
-Neurodiversity-Affirming Practice
Ongoing CPD will support staff in understanding and responding to the needs of neurodivergent pupils, promoting inclusive and strengths-based approaches.
-Leadership Development
Leaders will receive training to lead behaviour and culture effectively, monitor impact, and support staff development.
-Access to External Expertise
Where appropriate, the Trust will commission external specialists to deliver training or consultancy to enhance internal capacity.

11. Working in partnership

We believe that connection, collaboration, and coproduction are central to success. Schools will work closely with:
- Families and carers

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- External services
- Social care
- SEND services
- Pupils

We attempt to use Pupil voice, family feedback, and stakeholder insight to inform every stage of implementation. Families are co-educators. We listen to their expertise, share strategies and co-produce personalised plans. Transparent communication and joint problem-solving ensure home and school work together as one secure base for the pupil.

12. Links with other policies

This behaviour policy is linked to the following policies:

-Trust Safeguarding and Child Protection Policy
-Trust Suspension and Permanent Exclusion Policy
-Trust Safer Handling Policy
- School Safeguarding and Child Protection Policy
-School Anti-bullying Strategy

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Appendix 1: Seclusion, searching and confiscation

Confiscation and searching

Forward Education Trust schools operate with a strong emphasis on proactive, relational approaches to managing behaviour. However, there are occasions when it is necessary to search or confiscate items in the interest of maintaining a safe and respectful learning environment.

In line with the Department for Education's statutory guidance Searching, Screening and Confiscation (2022):

Confiscation

Any prohibited items (listed below) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Prohibited items

- Knives or weapons (including blades, razors, sharp objects, bb guns)
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Offensives or inappropriate materials (pornographic images, racist, sexist, homophobic, or hateful materials.)
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and

- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or

- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified on page 15, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers

- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed on page 15) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed on page 15.

- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed on page 15), including incidents where no items were found, will be recorded on CPOMS.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed above). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened

- What was found, if anything

- What has been confiscated, if anything

- What action the school has taken, including any sanctions that have been applied to their pupil

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 (PACE) Code C.](#)

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

FET Behaviour and Relationships Policy

Appendix 2: School level behaviour information.

Supporting Emotional Regulation and Promoting Positive Behaviour

School behaviour curriculum

We believe that positive behaviour must be learned and in supporting their learning process, pupils can expect:

- Environments that meet sensory and physical needs and enable effective communication.
- Safe, consistent routines across school.
- Age- and stage-appropriate PSHE and RSE teaching linked to pathways.
- Strategies for self-regulation and communication.
- Bespoke interventions where required.

Staff are expected to make reasonable adjustments to ensure inclusivity. This approach ensures that preventative approaches and early intervention is the norm.

Child on child incidents can fit into many contexts, many of which are outlined above in the context of bullying. We acknowledge that some of our pupils may not understand how their behaviour impacts on others due to their cognitive understanding. Physical behaviours may sometimes be attempts to communicate or build friendships, but these are not acceptable. Pupils who display such behaviours may need individualised support beyond school rules and curriculum (PSHE, RSE). Regular staff training (safeguarding and behaviour) ensures quick identification, recording, and reporting of incidents so effective strategies can be implemented.

Graduated Support Model

As a school we take a universal, targeted and specialist approach to the management of behaviours that cause concern. We aim to work collaboratively and in partnership throughout with parents/carers and other professionals as appropriate.

Graduated Support Model		
Universal	In class strategies	- Ensure behaviours of concern are shared within admissions and transition meetings allowing staff to gain an understanding of different known behaviours, possible triggers and regulating strategies. - Ensure that the environment and curriculum is best matched to pupils needs, with considerations made to individuals needs e.g. a pupil with a hearing or visual impairment may need to be positioned differently in the room. - Quality first teaching – routines, adaptive teaching, communication systems, consistent behaviour expectations etc... - Inclusive environment/room set up with pupils needs in mind. - Staff to be trained in understanding conditions such as, communication difficulties, sensory processing, autism and ADHD. Short, planned movement breaks for pupils who find it difficult to sit for too long. - Use of in class/ close to classroom regulation spaces. - Adaptations to the uniform for pupils with sensory issues or medical conditions. - Equipment is in place for pupils who require e.g. specialist seating arrangements.

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Targeted	School led strategies	• In school behaviour analysis approach to try to further identify triggers, patterns and key strategies that support the pupils. • Once established this can then be implements into pupil daily plans. • Emotional regulation and behaviour support plans in place (previously RRP/RRRP). • Small group interventions • Use of break out spaces, such as sensory room, soft play, field, tent, where pupils can regulate their emotions during a moment of sensory overload. • Class based consultation with to specialist support from outside agencies e.g. occupational therapists, Speech and Language therapists, behaviour support. • Use of restorative approaches where appropriate.
Specialist	External agency involvement to support in school or at home	• Individual referral to specialist support from outside agencies e.g. occupational therapists, Speech and Language therapists, behaviour support services or Forward Thinking Birmingham. • Co-produced emotional regulation and behaviour support plans – this will need to cross refence with multi agency advice and recommendations. • Local authority SEND teams for additional funding/resources to be considered. • Ongoing liaison with external agencies and parents to plan support programmes and strategies for individuals and review these on a regular basis.

Physical Touch

We believe that appropriate positive physical touch can be used to build connection, support regulation and reinforce positive behaviour choices. Strategies may include high fives, handshakes, elbow bumps, deep pressure massage and help hugs (deep pressure applied through the cupping of hands and whole hand pressure).

Responding to safe behaviour

Reinforcing appropriate behaviour is essential for skill development across all areas of life. Staff should identify motivators to support engagement and celebrate achievements, big and small (e.g., following instructions, social skills, communication, effort, academic progress). Recognition methods may include:

- Verbal praise (words, signs, symbols)
- High fives or handshakes
- Token rewards (stickers, Class Dojo points)
- Personalised motivators (favourite toy/activity)
- Sharing praise with parents (calls, notes)
- Certificates, assemblies, or prize ceremonies
- Visits to SLT or other favoured adults

Responding to behaviour that cause concern

Pupils need support to understand how their behaviour affects themselves and others; most respond positively to proactive strategies. Where behaviour poses a risk of harm, an Emotional Regulation and Behaviour Support Plan is required. This is developed collaboratively with staff, the pupil (where possible), family, and relevant professionals. Plans identify triggers, strategies, and interventions, and are regularly reviewed.

Self-injurious behaviour requires a collaborative approach to understand its function and prevent or replace it. Strategies may include: Quick, consistent responses; Low-key verbal interaction; Reducing demands; Sensory considerations; Protective barriers (e.g., mats, chewy); Redirection/distraction; Physical interventions (as a last resort)

Reparation and Restorative Practice

Reparation means repairing relationships, or reconnecting in some way. It supports the development of interpersonal skills such as expressing feelings and resolving conflict. Developmentally appropriate approaches may include taking responsibility or sharing a positive joyful experience.

Pupil electronic devices

Some pupils travel on home school transport with electronic devices such as tablets. If a pupil brings an electronic device into school, this is locked away by class staff for the duration of the day. Where this is not a pre-arranged strategy parents are contacted to discuss this further. Devices will be placed in the pupil's bag at the end of the school day and staff then hand the pupil over to parents/carers or transport guides.