



Relationships and Behaviour Policy

Beverley School

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Date of review:	September 2025
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Date of next review:	September 2026

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School Values

At our school we believe in the importance of relationships, ensuring children and young people feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

Our school reflects the values of the Trauma Informed Schools Approach to understanding behaviour and supporting emotional wellbeing. The six principles of the trauma-informed approach and practice are:

- **Safety**

We must ensure we understand what safety means to individual, families and communities. If we don't, we will not be able to ensure a sense of safety for ALL. We must ensure we create safety for those who have different experiences from our own. This means we must consider all ages, cultures, races, and demographics of people. We must consider staff and co-workers. Safety means awareness of the physical, emotional, and interpersonal safety.

- **Trust**

Services, operations, and decisions must be made with transparency to ensure that we build and maintain trust with service recipients and staff. When we uphold trust and transparency, we are open about the process of making difficult decisions and we invite other voices to participate and collaborate.

Trust starts with a culture of connection in relationships. Many people who have experienced trauma have experience unsafe and disrespectful interactions and do not support the building of resilience to deal and manage with difficult life situations.

- **Peer Support**

This principle is about the culture of peer support into the whole services. Creating opportunities for peer support and self-help throughout the service, including staff support. A service that promotes peers support focuses on mutuality and possibility. Authenticity and vulnerability are essential to this work. Creating deeper mutual connections with service recipients and staff and between staff members and leaders is vital.

- **Collaboration**

A collaborative approach demonstrates an intentional shoulder to shoulder approach and breaks down hierarchies. It is essential that power differentials are broken down and the principle of multiutility and standing together it embedded throughout the organisation

- **Empowerment, voice and choice**

Organisations, staff, and communities must believe in the possibility of recovery. Services must shine a light on the strengths and abilities we see with people and communities and support and build inner resilience. Many people with past trauma have experienced coercion therefore choice is important. A person must always have choice.

- **Cultural, historical and gender issues**

The service that actively moves past cultural stereotypes and biases (e.g., based on race, ethnicity, sexual orientation, age, geography) offers a gender responsive service, promotes the value and worth of cultural connections and addresses historical trauma.

We endeavour to make sure that at our school these values run through all the school policies and practice.

School Ethos

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. This Relationships and Behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a caring way. It aims to promote an environment where everyone feels happy, safe and secure, and able to learn.

We value each individual child/young person and work with families, the community and beyond to offer diverse experiences and support. We develop children and young people to be confident, life-long learners and compassionate, respectful members of their community and the world. We always prioritise the safety of our children and young people and staff. Everything we do in school is underpinned by our safeguarding procedures.

We recognise that children and young people have a 'window of tolerance' within which they feel safe, secure and regulated. When asked to do something outside of this window they can experience stress and react accordingly. Our aim is to help our children and young people to widen their window of tolerance through teaching them about the stress-response in the brain and how they can learn to self-regulate through co-regulation with adults.

A Relational Behaviour Model

At our school we adopt and use the relational behaviour model which is the approach from TIS. The key principles are as follows:

- Behaviour is something to interpret.
- Children and young people are prone to make mistakes and highly responsive to the environment and context.
- Behaviour management is predominantly through relationships.
- Children/young people who don't manage should be understood and included.
- Boundaries and limits are to keep everyone safe and to meet everyone's needs.
- Rule should be developed together and adapted where needed.
- Consequences are only used within a process of restore and repair.
- 'Inappropriate behaviour' is a sign of unmet need, stress (difficulty in coping), lack of understanding and skills.
- The causes of the difficulties are mostly in the environment and within the context of relationships.
- The solutions lie in understanding what the behaviour tells us about the child/young person and their need.
- Practice and policy effectiveness is measured by wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs.

General Expectations

We have high expectations for our children and young people, while recognising some children and young people have specific needs. The following expectations cover all times of the school day and where children and young people are representing the school out of hours or off site. This means we:

- encourage a positive attitude to learning within a safe, happy environment
- promote high expectations and enable children/young people to become independent responsible learners
- encourage a sense of respect for our community and our environment

- believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.

It is everyone's responsibility to remind and support children and young people where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child/young person is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child/young person having difficulties. We use positive recognition, as appropriate, to ensure the children or young people know we are still there, and we recognise their effort and any changes they have made.

At our school, staff ensure good routines are in place for:

- | | |
|--------------------------------------|-----------------------------|
| • Start and end of day | • Activity times such as PE |
| • Transition times | • Moving around the school |
| • Unstructured time incl. assemblies | • Break and Lunchtimes |

What do we do to teach and promote positive management of behaviour?

**Positive management tools used –include recognition and reward systems
Behaviour Management Staff Training, Classroom Management Trauma informed approach**

We believe that all behaviour is communication, and it is our job as adults to understand what that behaviour is telling us. We need to become 'stress detectives' and ascertain both why, and why now? Finding the cause of the behaviour will help us to work alongside the child or young person in order to help them to regulate themselves both in the short term and in the longer term through developing strategies to aid their resilience.

Viewing behaviour as a learning process

At our school we accept and understand that learning how to regulate our behaviour is a learning process. At times children and young people will push limits, boundaries, and societal norms as part of their normal development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. Using the relational model, we offer support, help and guidance to the child or young person along with co-regulation so they can develop strategies to regulate themselves and develop resilience for the future. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can by relating to them and helping them to restore and repair as required. We know that this is the best way to respond to our child/young person's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction'.

Our general responses incidents

Our school believes that all behaviour is communication and in the power of using restorative approaches. Such processes do not shy away from using consequences where logical, appropriate and proportionate. They also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the child or young person in our school to reflect and consider not only the consequences of their actions on themselves, but also the impact of their actions on others. We also support them in developing strategies to help the child or young person to regulate themselves to avoid the situation happening again in the future.

In using this process at our school, we use four questions:

- What happened?
- What were you feeling or thinking at the time?
- Who has been affected?
- What can we do to make things right? (What should happen next?)

As part of the restore and repair process, they have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of verbal, written, picture, or an action.

Where possible, a logical consequence (natural reparation) is used e.g., clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used.

At our school the staff work with the child or young person using psychoeducation so that they understand how their brain works and reacts to stress responses. By doing so, we provide them with the opportunity to recognise when they are becoming dysregulated and assist them (using co-regulation) in developing self-regulation strategies for the future. By developing new strategies, this ensures that they have learnt from an incident so that they can be more successful next time. The impact of our approach is evident in the relationships forged throughout the school.

Using logical consequences

The use of consequences

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always look at the incident with the knowledge of the stress response (and how the brain reacts), the relational model and with the aim to repair and restore through relationships.

It is helpful to view consequences as protective and/or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term change will occur without this.

Protective consequences: these are required to protect the rights of others and keep a child or young person safe. At our school this may include:

- co-regulation to help develop self-regulation strategies
- increased staff ratio
- change of school day/timetable
- arrangements for access to outside space
- child or young person escorted in stressful situations
- differentiated teaching space
- appropriate use of exclusion (using the time to provide psychoeducation, using co-regulation to develop self-regulation strategies; reflect, amend plans and identify needs and other appropriate interventions to support.)

Educational consequences: at our school we use these to teach, encourage, support and motivate the child or young person to behave differently next time through better understanding. These should always be logical, appropriate and proportionate. Examples include:

- ensuring the child or young person completes the task they have disrupted
- rehearsing/modelling situations through intentional teaching of prosocial behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships.

Populate the below table with your schools' own logical consequences:

Behaviour	Possible Consequences/outcomes

1 Behaviours: Are 'containable issues' that can be dealt with by independent action from staff

Examples are	Intervention	Suggested Consequences:
Swearing; teasing; shouting; Initial refusal to complete request. Speaking out of turn in class • First time late to lessons • Inappropriate attire Minimal effort in lessons	Offered sensory stimulus redirected to different task/ activity Planned ignore Use of timeout / sensory break breaks Set positive target for next lesson Offer choice to individual "either...or....." (i.e. individual owns behaviour)	Verbal disapproval Points not earned Move seats within class Task completion in own time Written apology • Non-confrontational verbal reprimand • Rule/ expectation reminder

<p>Repeated low level disruption</p> <ul style="list-style-type: none"> • Regular lack of effort in class • Failure to do homework • Inappropriate behaviour at lunchtime • Repeated lateness to lessons • Unauthorized use of equipment/ devices <p>At this level staff should always aim for positive solution. Behaviour at this level would be reflected in the points system (points sheet) and could be discussed by staff during handover and/or at the end of the day.</p>	<p>Plan of behaviour intervention strategies</p> <p>Consider appropriateness of lesson tasks/ activities.</p> <p>Consider appropriateness of learning style</p> <p>Discuss successful strategies with keyworker</p> <p>Peer mentoring / Peer mediation</p> <p>Verbally acknowledge when individual has adjusted behaviour.</p> <p>Discussion between class teacher & individual</p> <p>Individual to think of ways to modify behaviour</p>	
<p>Level 2 Level 2 Behaviours</p> <p>Are behaviours that warrant a more 'official' or 'formal' intervention and possibly involvement of another member of staff to support carrying out consequence – does not mean you are passing it on.</p>		
<p>Examples are throwing objects, some threats of violence, verbal aggression, and refusal to complete tasks.</p> <p>Repeated level 1 behaviours ‘</p> <ul style="list-style-type: none"> • Persistent and/or serious lesson disruption preventing learning • Deliberate defiance/lack of respect • Internal truancy • Leaving the premises without permission • Inappropriate language towards other individuals • Graffiti or vandalism • Smoking during lesson time • Intimidating behaviours towards peer <p>Behaviour at this level will require an incident report to be completed.</p>	<p>Intervention</p> <p>Involvement of chosen member of staff</p> <p>1:1 discussion with individual</p> <p>Telephone call to parents/carers informing of behaviours and ask speak with individual about the issue.</p> <p>withdrawal from lesson/ activity</p> <p>Review strategies in Individual Learning and Support plans</p> <p>Place on report – monitored by tutor</p> <p>Additional support in lesson</p> <p>Isolate the behaviour</p> <p>Allocate mentor for 1:1 discussions/input</p> <p>Setting targets with an appropriate reward for achieving goal</p> <p>Individual made aware that record of incident will be kept and shared</p> <p>Individual made aware that the head teacher and keyworker will be informed and that carers/parents may be informed</p> <p>Possible LA involvement – social worker</p>	<p>Suggested Consequences</p> <p>Daily meeting with tutor for specified period.</p> <p>Individual required to make amends</p> <p>Contact with carers.</p> <p>Task completion in own time</p> <p>Break/lunch detention</p> <p>Tutor detention</p> <p>Community Service –e.g., tidying kitchen, organising shelves</p> <ul style="list-style-type: none"> • Punctuality report <p>Confiscate equipment for specified period</p> <p>Loss of points accrued.</p> <p>Internal exclusion-</p> <p>Internal isolation (no more than a day)</p> <ul style="list-style-type: none"> • Ring parents/carers and invite into school for meeting with relevant staff
<p>Level 3</p>		
<p>Level 3 Behaviours</p> <p>Inappropriate /anti-social behaviours are now present. Individual has not responded to consequences from Levels 1 and 2 and persistent Level 2 behaviour(s)</p> <p>Examples are deliberate disruption which may include absconding, Physical attack, Serious damage to property, Racism, bullying, Smoking on the school site</p> <p>Frequent refusal to abide by the Behaviour policy</p> <p>Continued serious disturbance</p> <p>Theft</p> <p>Fighting</p> <p>Discriminatory behaviour as defined by the Equality legislation e.g., racist</p> <p>Assaulting another individual</p> <p>Swearing at or intimidating a member of staff</p> <p>Possession of alcohol/weapon/drugs</p> <p>Persistent refusal to abide by the Behaviour Policy and previous sanctions</p>	<p>Intervention</p> <p>Parents/carers meet with appropriate staff</p> <ul style="list-style-type: none"> • Negotiate timetable adjustments • Review IEP and PEN portrait • Daily report to Senior Leadership team member • Involvement of Local Authority – Social worker/police <p>Raise concerns at clinical level – e.g. possible Psych involvement</p> <ul style="list-style-type: none"> • Negotiate behaviour support plan with individual and parents. <p>-Behaviour modification/external agency involvement</p> <ul style="list-style-type: none"> • Career Advisor referral • Explore alternative provisions • Refer to Equalities Policy <p>Behaviour action planning</p> <p>Confined to a safe place. - use of Restrictive Physical Intervention.</p> <p>Incident report must always be completed</p>	<p>Suggested Consequences:</p> <p>All staff are responsible for contacting home/ education staff about the incident and keeping them informed</p> <p>Strategy meeting of all relevant staff may occur with action plan</p> <p>Individual put on Monitoring Report</p> <p>Restricted activities</p> <p>Loss of privileges</p> <p>Formal involvement of SMT</p> <p>Contact with carers and meeting if appropriate.</p> <p>Internal exclusion</p> <p>Standard/non-standard letter home</p> <p>Loss of social time</p> <p>Withdrawal from course/ activity</p> <p>Internal isolation (two days or more)</p> <p>Information added to school file</p> <p>Withdrawal from lessons for extended period</p> <p>Fixed term exclusion</p> <p>Police involvement</p> <p>Restorative work /Restitution</p>

Level 3 behaviours must be supported by detailed incident report along with any other relevant reports such as Restrictive Physical Intervention (RPI) accident reports,		
Behaviours that are not manageable within the school environment. Serious incident that will lead to outside agency involvement Head involved due to consistently serious anti- social/ inappropriate behaviour from individual Serious physical attack on individual or staff Under the influence of illegal substances Repeated level of behaviour Violence towards member of staff Drug dealing Use of weapon	<u>Intervention</u> Parental interview with Head and/or Deputy Head Risk of fixed term exclusion made clear to individual / carer/ LA Review of Education Plans- ILSP Daily report to Head or Deputy Head Involvement of Police Possible Ed Psych involvement Referral to – involve external agencies – e.g., drug agency Explore alternative provision Level 4 behaviours must be supported by incident report. The key worker of the individual must be kept informed and involved.	<u>Suggested Consequences:</u> A Focus meeting must take place involving all relevant professionals Referred for formal meeting with Head or SMT Behaviour contract, if considered to be appropriate and likely to be effective On report to Head or SMT– daily basis (a.m. / p.m.) Meeting with carer, individual / LA and Head if appropriate Potential for permanent exclusion made clear to individual / carer/ LA Police involvement Further Internal Isolation Further Fixed Term exclusion Permanent exclusion

Harm from dysregulated (stressed) behaviour

Our school always prioritises the safety and welfare of all staff and children/young people, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

Supporting those who have been harmed

Our staff and children and young people receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person (adult or child/young person) is fully supported.

We always consider the following:

- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- is there a need for immediate police involvement?
- ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- give reassurance to reduce feelings of guilt and/or anxiety

Risk Assessment Process

In our school we use a risk assessment process as the starting point for preventing harm for identified vulnerable children and young people. It identifies what is likely to cause stress to them, using all the information known about them. Once all this information is collated, a strategy for supporting a situation appropriately and keeping everyone safe can be developed. An example of information to be included in the risk assessment can be found in pupil files.

Physical intervention (control and restraint) - the use of reasonable force

At our school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent children and young people committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The latest guidance from the DfE can be found here: [DfE Behaviour in Schools February 2024](#)

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the head teacher.

Our school follows Pillars Please refer to Beverley School Policy and Procedure on Physical Intervention

As part of school policy and procedure we record every incident where the use of restraint has been deemed absolutely necessary and this is recorded through the use of Behaviour watch.

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents/carers/Local Authorities (where appropriate). Parents/ Carers should be informed of the incident initially by phone and it should then be followed up in writing.

Screening and searching children and young people

At our school we are all aware that there are legal provisions which enable school staff to confiscate items from children and young people:

DfE Advice for Schools July 2022 - [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)

From this guidance our staff understand that they may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child/young person or to their parent/guardian. Items returned to them should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child/young

person or via text/phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for
- tobacco and cigarette papers
- fireworks
- pornographic images

How we support children and young people with additional Social, Emotional and Mental Health needs

At our school, we acknowledge that some children and young people will have, at times, additional needs. We recognise that children and young people may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include children and young people displaying challenging, disruptive or stress-related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the child/young person’s life (staff, family, professionals) in order to best meet their needs. In Beverley School, this is done in the context of EHCP. We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these children and young people, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

We understand that the communicating behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive to help children and young people to return to a place of regulation, within their ‘Window of Tolerance’, as only then will the child or young person be in a place to learn, connect and thrive.

Ways to Support Understanding

At our school we believe that understanding what the behaviour is communicating to us is the first part for planning a response.

Our Principles - the things we will do as adults

All staff

- Seek to understand the communication behind the behaviour
- Keep the relationship at the forefront when seeking to restore and repair (connection before correction)
- Model compassion and kindness, provide hope and support, connection and belonging
- Understand that any event in a child or young person's life can impact on how they think, feel and act
- Use of logical (natural) consequences rather than just simply punishments or sanctions
- Provide routines, set limits and have clear boundaries
- Regulate our own emotions
- Co-regulate with young people and help them to develop self-regulation strategies for the future.

Head Teacher

- Leads on all aspects of this policy and model the expectations for all staff
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Is the only person authorised to suspend or exclude a child or young person (or the Deputy Headteacher in their absence)

Other Senior Leaders

- Lead on all aspects of this policy and model the expectations for all staff
- Ensure the policy is implemented effectively
- Ensure all staff are appropriately trained
- Oversee the specific needs of all children and young people across the school
- Provide support to staff, children/young people and parents/carers as necessary
- Link with outside agencies to access additional services
- Ensure that all tracking and reporting of incidents and additional needs are up to date

Classroom Staff

- Plan the teaching and learning for all children and young people
- Include parents/carers in personalised planning for their child
- Communicate regularly with parents/carers about their child's needs
- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short term difficult a child or young person may be having.

Family

- Inform the school of any concerns about changes in their child/young person's behaviour, emotional wellbeing or mental health
- Have open conversations with the school
- Engage with support offered by the school and other agencies to further support their child/young person's needs

Governors

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored

- Undertake their statutory role around suspension and exclusion
- Ensure that all staff receive purposeful training in order that they can undertake their role

Further Guidance

1. [Keeping children safe in education - GOV.UK](#)
2. [Behaviour in school's guidance Sept 2022](#)
3. [Reducing the Need for Restraint and Restrictive Intervention June 2019](#)
4. [Suspension and permanent exclusion guidance](#)
5. [Searching, Screening and Confiscation July 2022](#)
6. [Positive environments where children can flourish \(2021\)](#)
7. [Creating a Culture: how school leaders can optimise behaviour \(DfE, 2017\)](#)

Date: 16 September 2025

Signed: S Mulligan

Headteacher