



RELATIONSHIPS & BEHAVIOUR POLICY



Relationships & Behaviour Policy 2025

This policy should be read in conjunction with the following documents:

- Teaching and Learning Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Suspensions and Exclusions Policy
- Restrictive Intervention & The Use of Reasonable Force Policy

Throughout this document the terms “*Student*” and “*child*” refer to any child attending the school, whether a full-time or part time student, or a child visiting our school for the purpose of assessment.

Introduction

The aim of this policy is to keep everyone safe and promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

We aim that every member of the school community should be able to identify and reinforce positive behaviour. Negative behaviour should be responded to and recorded in a non-judgemental and positive way. We want the students to learn new, more constructive ways of coping.

At our school we want to ensure that every member of the school community feels safe, included and supported; that each person is valued, respected and treated well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour Policy is designed to enable all members of the school community to live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

All Education staff are trained in Therapeutic Crisis Intervention (TCI) which is Timeout’s behaviour management, crisis intervention and clinical hold training.

We aim to;

- To keep all students and staff safe
- Promote a safe, inclusive learning environment
- Foster emotional resilience and self-regulation
- Build trusting relationships between staff and pupils

Our aims, we believe, are achieved when:

- A school atmosphere is created which is consistent and caring
- Staff use the DDP (Dyadic Developmental Practice) approach to promote warm, consistent, trusting relationships that model availability, trust and community membership in the school environment. This promotes resilience building and aids recovery from prior adverse experiences.
- We encourage the pupils to be able to make responsible behaviour choices. We support them and help them to learn to be able to do this
- Pupils are provided with excellent role models

All staff will:

- Be fully aware of the child’s needs and presentations and the recommendations of the child’s IEP/ EHCP/Therapeutic Passport and plan in accordance.
- Use the whole range of de-escalation techniques taught through our Therapeutic Crisis Interventions programme (completed twice yearly with the Timeout Therapy Team)
- Focus on Social, Emotional and Well-being of our pupils.
- Communicate, clearly, consistently and effectively
- Seek advice and support if a situation escalates.
- Record any behaviour incidents on Arbor

All behaviour is a form of communication, and we are committed to supporting a child’s behaviour through empathy, consistency and structure.



Pupil Behaviour Expectations

- Respect for self, others and the environment
- Use of safe language and actions
- Engagement in learning and school routines
- Seeking help when overwhelmed

Encouraging Positive Behaviour

Modelling

One way children learn about behaviour is by observing others. Children model their own behaviour on other people's responses therefore it is important they are given the opportunity to observe positive role- models.

Our schools are committed to providing positive models for our pupils: all staff model respectful and calm interactions at all times.

Encouragement, praise and positive reinforcement

As a school we recognise that encouragement, praise and positive reinforcement teach pupils that positive behaviour choices have positive outcomes. This can be used to recognise and reinforce positive behaviour and help encourage pupils who are having difficulty to make positive choices.

Positive reinforcement may take the form of:

- Acknowledgement of positive behaviour
- Special mentions in school
- Positive messages communicated to parents
- Class rewards / PRIDE points / Dojo Points
- Head Teacher Awards
- Kindness box
- More subtle forms of praise for pupils who find overt praise difficult to accept

At our school, we celebrate and nurture positive behaviour through our PRIDE Points system— an ethos built around;

-  **Positivity**
-  **Respect**
-  **Innovation**
-  **Determination**
-  **Empathy**

These core values shape not only how we learn, but how we grow as individuals and as a community. Whether it's showing kindness to a peer, embracing a creative solution, or persevering through a challenge, every PRIDE Point earned reflects a moment of character and care and will go towards a reward at the end of term.

By recognising and rewarding these behaviours, we empower our students to thrive emotionally, socially, and academically building a culture where everyone feels valued, supported, and inspired to be their best selves.

Positivity

Encouraging others, greeting others with a smile, thanking teachers, staff and classmates for their help

Respect

Take care of books, supplies and equipment. Keep classrooms and playground clean and arrive on time ready to learn

Innovation

Creating a story, poster or presentation that blends ideas in unexpected ways, coming up with questions and doing extra research on your own and finding solutions to problems

Determination

Trying again after making mistakes, staying focused even when work is challenging or takes a long time and trying to make better choices



Empathy

Noticing when a classmate looks sad, worried or lonely and asking “are you okay?”, recognising that others might learn differently and not making fun of mistakes and helping younger students

Interventions & Restorative Responses

Staff must have a **consistent approach** to the restorative response that are given for inappropriate behaviour as follows and it must consider the specific child and their additional needs.

Therapeutic Crisis Intervention (TCI)

TCI is a trauma-informed system that was developed to help children and young people in emotionally challenging situations. Its aim is to reduce or eliminate the need for high risk interventions and to provide staff with the skills and knowledge to become the catalyst through which children and young people learn new skills to thrive. It is a thoughtful, caring approach that helps children manage overwhelming emotions and ensures everyone is safe and turns difficult moments into learning opportunities.

TCI is designed to;

- Prevent crisis from occurring
- De-escalate crisis safely and therapeutically
- Support pupils in learning constructive coping strategies
- Promote emotional safety and recovery

Our staff are fully TCI-trained, and we embed these principles in all aspects of school life. We believe crisis are opportunities for growth and we help pupils move from confusion to clarity.

Staff will always try;

- De-escalation first (listening, calming, redirecting)
- Emotional first aid (comforting, offering time away)
- Safe spaces for regulation

Further information around how we use TCI can be found in Appendix 1.

Post-incident support

Staff who have been involved in physical restraint may feel distressed or upset and should be given time to regain their composure before resuming duties. They should be offered the opportunity to reflect and discuss the incident with colleagues and managers as soon as is appropriate. Staff may also require access to further counselling and support.

Students involved in the incident, possibly as witnesses, may also need appropriate support.

Their parents/carers will need to be contacted. Advice may need to be given with respect to rebuilding relationships.

Expectations on School Visits and Out of School Activities

Expectations for behaviour on school visits and out of school activities remain as those for school. At all stages of planning and preparation for an off-site visit, should a pupil's behaviour whilst at school or on a previous visit give cause for concern, then a risk assessment review will be carried out. Where challenging behaviour is due to a special educational need, appropriate support will be put in place. The school will endeavour to work in partnership with a pupil's parents/carers.

Suspensions and Home Education

In serious circumstances, a suspension may be considered when a pupil's behaviour presents a significant risk to the safety, wellbeing, or learning of others.

At our school, we recognise that challenging behaviour often reflects underlying emotional distress or unmet needs. Therefore, any decision to suspend is made with careful consideration of the pupil's individual context, individual education plan, previous interventions and in line with our Suspensions and Exclusions Policy.

During the suspension period, we maintain contact with the pupil and family, offer emotional support, provide work to be completed during the suspension period and prepare for a positive reintegration. A reintegration meeting is held to reflect, repair relationships, and adjust support strategies to prevent recurrence. We remain committed to inclusion, and suspension is always a last resort within a graduated, trauma-informed response.



Absconding from School Activity

To abscond is to 'leave without permission'

Under Section 3 of the Health and Safety at Work Act, 1974 and in Common Law, schools and other education settings owe a duty of care towards their Students. This duty of care requires that all reasonable steps are taken to ensure that Students are safe and remain within the care of the school at all times throughout the school day and during school led activities. The safety strategies will be dependent on school phases (ages) and vulnerability of specific individuals.

Should a pupil abscond from school premises or an out of school activity staff should:

- Inform SLT immediately and a lead person will be allocated.
- Staff member should follow the pupil or young person and try to persuade them to return to school.
- If a pupil or young person is deemed to be of high risk to themselves or others then staff should follow the pupil's individual Risk Assessment/Behaviour Support Plan.
- If a pupil is not located within a reasonable timeframe (5 minutes), the lead person must contact police using 999 and advise that a pupil is missing, providing a full description, including the clothes they were wearing when last seen.
- Lead person to contact parents/carers and inform them of the situation.
- At all times staff must be aware that active pursuit may encourage the young person to leave the school or panic placing themselves in further danger e.g. risk of running into a busy road.
- **Staff should follow the young person or pupil at a safe distance keeping them in sight where possible.**
- Please note if a pupil or young person leaves the building unattended or absconds in the community and there is not an additional staff member available staff should phone 999 while searching the area.

Students should be aware that they may return to school at any point and will be welcomed back to school and provided with the appropriate support in managing the triggers that led to absconding. Upon returning to school the lead member of staff will inform parents/carers, police and any other significant agencies involved.

A full and detailed report of the incident must be completed; this should include date, times, significant decisions made, actions taken, when and by whom i.e. police contact, parents informed external agencies etc.

Malicious allegations against staff and students

The Head Teacher will decide whether to take disciplinary action in accordance with this policy where a pupil is found to have made false and malicious allegations against a member of staff or student.

Searching Students and/or their Possessions

To ensure the safety and wellbeing of all members of our school, staff may conduct searches in line with statutory guidance. Searches are carried out respectfully, with sensitivity to Students' emotional and mental health needs. Where there is reasonable suspicion that a pupil may be in possession of prohibited items (e.g. weapons, drugs, stolen property), only the Education Leadership Team (Head Teacher, Deputy Head Teacher and Engagement Lead) may search without consent, following procedures outlined in the Department for Education's *Searching, Screening and Confiscation* guidance. A minimum of two trained staff will be present.

Morning searches are conducted using a metal detector/scanner to prevent prohibited items being brought into school, to ensure safety for all our students.

Wherever possible, Students are supported to understand the reasons for the search, and restorative conversations follow to rebuild trust and reinforce safety. Parents/carers will be informed of any search and its outcome, and their partnership is valued in supporting Students through these moments.

Vandalism /destruction

Vandalism /destruction will be stopped immediately by using an appropriate action to keep the child safe and stop them from hurting themselves and others through their actions.

- Incidents will be recorded and shared with the Director of Education.
- A sanction will be given. The pupil will be given the opportunity to put things right.
- Parents/carers will be notified
- Students will be reminded that over the age of 10 vandalism/destruction is a criminal act and the police could be involved as part of restorative work for the outside world.



In the event of physical intervention becoming necessary, parents/carers will be informed the same day by phone or email (or as soon as practical) and details of the incident recorded on Arbor. The incident records are internal documents and are not shared with others unless they have been anonymised or consent by all parties is given.

Recording incidents

When a student struggles to regulate their emotions or behaviour, we respond with supportive interventions. These responses are designed to help the young person feel safe, understood, and empowered to reflect and reconnect.

We use natural and logical consequences, guided reflection, and restorative conversations to promote accountability while preserving dignity. Our aim is not to control, but to co-regulate creating opportunities for growth, healing, and trust.

B1 Sanctions (These behaviours are verbal warnings and not logged on Arbor)

-  Intimidating Others
-  Invading Personal Space
-  Low Level Disruption
-  Refusing to Engage Swearing
-  Teasing & Hurtful Comments Towards Others

B2 Sanctions (These behaviours are second verbal warnings and not logged on Arbor)

-  Intimidating Others
-  Invading Personal Space
-  Low Level Disruption
-  Refusing to Engage Swearing
-  Teasing & Hurtful Comments Towards Others

B3 Sanctions (Students will have reflection time with a member of staff and will lose some of their free time if in Year 6 and above)

-  Attempting to Hurt Others
-  Deliberate Damage to Property Discrimination
-  Intimidating Others (First & Second Warning already given)
-  Invading Personal Space (First & Second Warning already given)
-  Low Level Disruption (First & Second Warning already given)
-  Refusing to Engage (First & Second Warning already given)
-  Swearing (First & Second Warning already given)
-  Teasing & Hurtful Comments Towards Others (First & Second Warning already given)
-  Spitting
-  Targeted Violent Threats Unsafe Behaviour/Choices

B4 Sanctions (Students will have reflection time or an Intervention with the school's Engagement Lead and will lose some of their free time if in Year 6 and above)

-  Absconding Offsite
-  Assaulting Other Students
-  Assaulting Staff
-  Bullying
-  Persistent Discrimination
-  Racism/Homophobic Language
-  Setting Off Fire Alarm
-  Sexualised Comments
-  Vaping/Smoking

B5 Sanctions (Students that significantly compromise safety or wellbeing are understood as expressions of extreme dysregulation or unmet needs, while we always seek relational and restorative pathways first, a suspension may be necessary as a protective measure when such behaviours pose serious risk to the individual or others)

-  Absconding Offsite
-  Assaulting Other Students



-  Assaulting Staff
-  Bullying Vaping/Smoking
-  Persistent Discrimination
-  Prohibited Items
-  Racism/Homophobic Language
-  Setting Off Fire Alarm
-  Sexualised Comments

Clear, careful recording is vital. Any staff member who was involved within an incident by either assisting or witnessing a restraint, should also check the recording for accuracy. This should be stored on the child's Arbor file.

Incident reports are for the use of schools monitoring process only and maybe shared when requested by external agencies to support any investigations such as LADO, Police or social services.

Any use of Physical Intervention should be reported to the parent/care, it may also be appropriate to report the incident to external agencies involved with the student and or their family.

Staff Training

Therapeutic Crisis Intervention

All our staff are TCI (Therapeutic Crisis Intervention) trained within their first 6 months of employment with us, the course is a week-long intense course where staff learn how to de-escalate dysregulated/challenging behaviour using various different techniques and strategies. It helps to provide a better understanding of why children act the way they do and how we can support them to regulate their emotions, learn, develop and grow.

During this course staff are also trained to restrain students safely at a time of crisis once all other de-escalation techniques and strategies have been used to ensure the safety of both the student, other students and staff.

Other courses our staff attend to ensure they are fully trained in dealing with any difficult situation that can arise are;

Understanding Self-Harm & Suicide

Staff are equipped with skills and confidence to understand and effectively care for children who self-harm or express suicidal ideation. Throughout the training staff consider the conditions and circumstances which might cause a child to self-harm and consider the maintenance cycle of self-harm.

Sexualised Behaviour

Sexualised Behaviour Training considers a child's typical sexual development then explores the impact of early life experiences which may lead the child to display concerning, risky behaviours. The course content will reflect on learnings from neuroscience and current research.

Therapeutic Model

This is a course is specifically designed for our staff by our clinical team that incorporates our model of care we use here at Timeout. It also involves a therapeutic introduction which investigates different methods we use and explore within our care. DDP is the last section of this course that is a therapy, parenting approach and model for practice that uses what we know about attachment and developmental trauma to help children and families with their relationships. Developing trust with the help of PACE, DDP provides interventions for families and those who support them.

Boundaries/Reflective Practice

This course explores the professional boundaries that are essential for every member of staff working with our students in school. It looks at ways to express rules and expectations whilst still building a positive and strong relationship together. It is designed to ensure that our staff are safe and always act appropriately.

Emergency First Aid at Work

Staff are provided with the knowledge and skills to learn about the priorities of first aid and how to manage an incident safely by understanding the first aid health and safety regulations. This course also explores a combination of practical and theory sessions to deal with first aid emergencies and looks into how to administer first aid in a variety of different situations.



Fire Marshal

Staff will learn about causes and effects of fires, as well as how to prevent their spread and implement necessary emergency procedures. The course complies with the Regulatory Reform (Fire Safety) Order 2005 and can be combined with our fire extinguisher practical course for a more intensive training experience to cover all fire risks.

Complaints and allegations

Any complaints arising from incidents should be dealt with in line with school complaints procedures.

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school to promote positive behaviour. The school is very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents. The school will ensure that parents are kept informed as to their child's behaviour at school, so that children receive consistent messages about how to behave at home and at school.

The School's Behaviour Policy is accessible to all parents/carers via the school website and parents and children are asked to sign a home/school agreement when enrolling at the school.

If the school has to implement sanctions against a child, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the Headteacher.

The school expects all members of the community to adhere to the principles as set out in the Behaviour Policy and therefore to behave in an appropriate manner within school.

Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Director of Education who will take appropriate action.

Monitoring and review

This policy should be reviewed on an annual basis. It should be reviewed in the light of incidents that may have occurred during the previous twelve months and any training needs that arise should be actioned.

Further Information can be obtained from the following website: <http://publications.teachernet.gov.uk>

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Appendix 1: TCI – Therapeutic Crisis Intervention

We use TCI as we know children with SEMH needs can struggle with feelings, stress or trauma and TCI helps us to;

- Respond gently and respectfully
- Keep everyone safe during emotional moments
- Repair relationships after conflict
- Support pupil's growth and wellbeing

Core components of TCI

- 1. Preventative planning**
 - Risk and needs assessment for each pupil
 - Identification of triggers and coping tools
- 2. De-escalation skills**
 - Active listening and non-verbal strategies
 - Redirection, proximity and calming techniques
 - Emphasis on emotional first aid
- 3. Crisis management**
 - Use of TCI-approved safety interventions when necessary
 - Protection of dignity and reduction of harm during episodes of distress



- Documentation and debriefing protocols

4. The Life Space Interview (LSI)

A post crisis strategy to help Students reflect, learn and reframe behaviour. LSI involves;

- Exploring emotions and events
- Connecting feelings to actions
- Building insight and planning new responses

5. Staff emotional competence

- Staff learn to manage their own emotional responses
- Calm and regulated adults help Students feel secure
- Continuous reflection through supervision and team support

How do we support Students?

Prevent Upset

- We learn what triggers the pupil and how to avoid unnecessary stress
- We use routines, sensory spaces and calming tools daily

During difficult moments

- Staff calm and use listening, gentle body language and kind voices
- We may offer "time away" to cool down or comforting activities
- Physical interventions are only used as a last resort for safety and always in line with TCI guidelines

After a crisis

- Students can talk through what happened
- We help them reflect and learn from the experience
- Together we make a plan for next time

What are Physical Interventions?

Physical Interventions are safe, trained techniques used by staff to prevent harm when a pupil is in crisis. These are not punishments, they are a last resort safety measure guided by TCI principles.

They may include;

- Protective stances
- Guiding holds
- Safe removal from a situation
- Team-based holds

Physical interventions are only used when;

- A pupil is at risk of hurting themselves or others
- There is a serious risk of damage to property
- All other strategies have not worked

Staff will always try;

- De-escalation first (listening, calming, redirecting)
- Emotional first aid (comforting, offering time away)
- Safe spaces for regulation



