



RELATIONAL AND INCLUSIVE BEHAVIOUR POLICY

AKELEY WOOD SENIOR SCHOOL

RELATIONAL AND INCLUSIVE BEHAVIOUR POLICY

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Terminology - please note that the term "staff or staff member" include everyone working with the people in Outcomes First Group's services in a paid or unpaid capacity, including employees, consultants, agency staff and contractors.

1.0 INTRODUCTION

The safety, wellbeing, and successful development of the children and young people we educate is our highest priority. Our approach is grounded in the belief that positive behaviour grows from a strong, whole-school culture in which expectations are clear, adults are consistent, and every pupil feels a strong sense of belonging. We are committed to understanding and meeting individual needs, while ensuring that all pupils experience predictable structures, routines, and a calm environment in which they can thrive.

Our practice is person-centred and informed by the best available evidence. We emphasise strong relationships, early intervention, and proactive support. Alongside this, we uphold high expectations for conduct and engagement: clear boundaries, a respectful climate, and purposeful learning behaviours are key features of our school community. These elements are essential not only for safeguarding and learning, but also for preparing pupils for life beyond school.

Each of our schools has its own identity shaped by its pupils, local context, and community. This policy provides a consistent whole-school framework within which those identities can flourish. It brings together our shared principles for promoting positive behaviour while allowing for local arrangements, outlined in Appendix 1, that respond to the distinct needs, routines, and culture of each setting.

Through this policy, we aim to maintain a calm, safe, and supportive environment where excellent behaviour is a collective norm. We believe that when pupils feel secure, respected, and listened to, they are more willing to engage with challenge, show curiosity, and take positive risks in their learning. By nurturing this culture, we strengthen pupils' resilience, confidence, and capacity to become independent, reflective learners.

By equipping pupils with the skills to communicate effectively, listen respectfully, regulate their emotions, and form positive relationships, we create an environment where every pupil is valued and able to succeed. These foundations support both academic attainment and personal growth, enabling pupils to flourish now and in the future.

The school adopts a relational, and needs-led approach to behaviour. We promote positive behaviour by proactively recognising and flexibly supporting the holistic needs of pupils, while maintaining high expectations for all. Staff are trained to apply this approach consistently and compassionately, ensuring that every pupil experiences fair, predictable support. Through this, we aim to build the strong relationships and clear routines that help pupils feel understood, valued, and ready to learn — within an environment where boundaries and expectations are explicit, upheld, and shared by the whole school community.

2.0 LEGAL FRAMEWORK AND GUIDANCE

This policy complies with all relevant regulations and other legislation as detailed, including:

- [The Education \(Independent School Standards\) Regulations 2014](#)
- [The Independent School Standards \(Guidance for independent schools- updated April 2019\)](#)
- [Equality Act \(2010\)](#)
- [Education Act \(2011\)](#)
- [Children and Families Act 2014](#)
- [Positive environments where children can flourish, Ofsted Guidance \(2021\)](#)
- [Behaviour and Discipline in Schools DFE Guidance \(2016\)](#)
- [Behaviour in Schools: A guide for Head Teachers and School Staff \(2024\)](#)
- [Use of reasonable Force – advice for school leaders, staff and governing bodies](#)
- [Keeping Children Safe in Education \(KCSIE\) 2025](#)
- [Searching, Screening and Confiscation \(July 2022\)](#)

National guidance states that ‘schools need to ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions’ (Behaviour and Discipline in Schools, 2022). Whilst many traditional behaviour policies are rooted in behaviourist approaches, we recognise that punitive approaches can negatively affect children’s mental health.

[Behaviour in Schools: A guide for Head Teachers and School Staff \(2024\)](#) emphasises that good behaviour in educational settings is central to high quality education. Educational settings should provide a calm, safe and supportive environment where pupils and students want to attend, feel secure, and are able to learn and thrive. Our approach aligns with this expectation, while also reflecting our commitment to relational and needs led practice.

3.0 POLICY FRAMEWORK

This policy should be read alongside the above strategies, guidance and other relevant school and Group policies and guidance, including:

- Safeguarding Policy
- Anti-bullying Policy
- Child-on-Child Abuse/Peer-on-Peer Abuse Policy
- Code of Conduct and Ethics Policy
- Managing Allegations Against Employees Policy
- Complaints Policy
- Parent\Carer -School Communication Policy
- Serious Incident Notification Policy

4.0 PURPOSE OF THIS POLICY

This policy sets out a whole-school, evidence-informed, person-centred, and inclusive approach to behaviour. It aims to ensure that all pupils and students experience a strong sense of belonging within a community where expectations are consistent, relationships are prioritised, and every learner is supported to thrive.

It reflects the school's commitment to providing every child and young person with the highest quality of education in a calm, orderly, and aspirational environment. We uphold firm and fair expectations for behaviour, recognising that clear boundaries, predictable routines, and a purposeful learning climate are essential for success. These elements help all pupils feel secure and enable them to learn confidently and effectively.

Our aim is to create an environment in which pupils are equipped with the skills to recognise, understand, and manage their emotions and behaviour. Through proactive support, strong relationships, and high expectations, we help pupils build resilience, develop self-regulation, and form positive, respectful relationships. These foundations prepare them to succeed both now and in the wider world.

We are committed to maintaining a safe, harmonious, and settled culture in which every learner can flourish. This includes fostering respectful communication, mutual trust, and a positive climate for learning so that pupils feel valued, listened to, and ready to engage fully in school life. By nurturing this whole-school ethos, we ensure that positive behaviour is a shared expectation and a collective responsibility.

4.1 POLICY IMPLEMENTATION

Everyone is expected and supported to treat one another with dignity, kindness, integrity and respect. We do our best to live our values in everything that we do and every decision we take.

This policy can be implemented alongside Individual Plans, which may identify a specific approach tailored to a pupil's/ student's strengths and needs.

When incidents of behavioural distress and emotional dysregulation occur, we respond promptly, predictably and with confidence to maintain a calm, safe learning environment. We consider and reflect together how the likelihood of such incidents recurring can be reduced (see template in appendix 2).

5.0 OUR PHILOSOPHY

Young people are all individual and unique and we celebrate this.

- We value developing strong and respectful relationships within the whole school community. This includes young people, between staff, with parents/carers, professionals and the wider community.

- We maintain clear boundaries and expectations to create safe and predictable environments.
- We regularly consult pupils to ensure their voices are heard.
- We recognise children can be distressed and can experience shutdowns. We also recognise that some behaviours are just part of everyone's childhood and adolescence, for example, pushing boundaries when developing independence.
- We recognise that as a whole school community we impact one another. We reflect together to enable us to understand, make sense of and support this impact positively.
- Our philosophy is **focused on solutions**. Our young people are managing the best way that they know how, with the skills they currently have.
- Our staff are role models in helping our pupils learn more skilful ways to experience success and create inclusive communities.

6.0 MAINTAINING HIGH STANDARDS OF WELL BEING TO SUPPORT POSITIVE BEHAVIOUR

Senior Leaders take responsibility for implementing measures to ensure our approach to supporting needs and behaviour meets the following national minimum expectation:

- We have high expectations of pupils and students. Our expectation relating to their behaviour is always understood according to their individual strengths and needs. We help children understand their needs are unique and responses are such.
- School leaders visibly and consistently support all staff in supporting pupils'/students' needs and behaviour through following this policy.
- Local measures are in place in each of our schools to support our pupils to be the best versions of themselves.
- All members of the school community create a positive safe environment in which bullying behaviour, physical threats or abuse and intimidation are not tolerated.
- Any incidents of bullying behaviour, sexual violence and harassment, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.
- We ensure that pupils are physically and feel emotionally safe and everyone is treated with respect.

6.1 KEY ROLES

The Role of School Leaders - Our school leadership team is highly visible, with leaders routinely engaging with pupils, students, parents / carers and staff on setting and maintaining the school culture and an environment where everyone feels safe and supported.

Leaders ensure that all new staff are inducted into the setting's culture to ensure they understand its rules and routines and how best to support pupils and students to participate in creating the culture of the setting.

Ongoing training and support are also provided via the professional development arrangements and through the OFG Learning and Development Team.

The Role of Staff - All staff have a responsibility to provide a safe environment in which pupils can learn, including regulation of their own emotions and behaviour, encouraging respect for others, and preventing all forms of bullying behaviour (including cyberbullying, prejudice-based and discriminatory bullying) and being alert to any signs of child-on-child abuse. Staff have an important role in developing a calm and safe environment and establishing clear expectations and boundaries. Staff uphold the whole-setting approach to behaviour by teaching and modelling expected behaviour and positive relationships so that pupils can see examples of good habits and are confident to ask for help when needed.

Staff communicate the school/college expectations, routines, values and standards both explicitly through teaching skills, visual supports and in every interaction with pupils. Staff also receive clear guidance about expectations of their own conduct, which are set out in the Group's *Code of Conduct and Ethics Policy*.

Role and expectations of pupils - All pupils are entitled to learn in an environment that is calm, safe, supportive, and respectful. They have the right to be treated with dignity and to feel a strong sense of belonging within the school community. To uphold this, every pupil is supported to understand — in line with their age, stage, and individual capacity — the school's standards, expectations for conduct, pastoral support systems, and the processes that follow if expectations are not met.

Pupils are taught that they play an active part in shaping the school culture. They are encouraged to contribute positively to the learning environment, engage respectfully with others, and act in ways that help everyone feel safe and ready to learn. They are also given opportunities to share their views and provide feedback on their experiences of school life, in accessible and meaningful ways. Their insights support the ongoing development, evaluation, and implementation of this policy.

Every pupil is supported to achieve the highest standards they can. This includes a clear and supportive induction and transition process that familiarises them with the routines, expectations, and values of the school or college.

Understanding Expectations

Pupils are expected to:

- show respect for themselves, their peers, staff, and the wider community
- engage positively with learning and contribute to a purposeful classroom atmosphere
- follow instructions and school routines that help keep everyone safe
- communicate respectfully and seek support when they need it

- take responsibility for their actions and behaviour, appropriate to their level of understanding
- try their best to regulate their emotions and behaviour, with guidance from staff

These expectations are taught explicitly and reinforced consistently so that pupils understand not only *what* is expected, but *why* these expectations matter.

When Expectations Are Not Met

When a pupil breaches expectations, the school follows a clear, fair, and well-communicated process. Pupils are helped to understand:

- what happened
- why the behaviour did not meet expectations
- how they can put things right
- what support is available to help them succeed moving forward

Consequences are proportionate, predictable, and designed to help pupils restore relationships, repair harm where appropriate, and re-engage positively in the school community. This restorative, educative approach ensures that pupils learn from mistakes while still experiencing firm boundaries and consistency.

The role of parents/carers - The role of parents/carers is crucial in helping the school to develop and maintain our culture and approach. Including parents and carers within the whole School community is key to ensure comprehensive support around the young person. Parents/carers are encouraged to get to know this policy and related policies and, where possible, take part in the life of the school and its culture. Parents/carers should be encouraged to reinforce the policy at home as appropriate. Where a parent/carer has any concerns, they should raise this directly with the school while continuing to work in partnership with them.

We build and maintain positive relationships with parents/carers, by keeping them updated about their child, encouraging them to celebrate successes, or holding sessions for parents/carers to help them support the consistency of the policy and their child's needs. Where appropriate, parents/carers should be included in pastoral work, including attending reviews of specific interventions in place.

Focus on relationships – Positive and meaningful relationships throughout the whole-school community are essential to fostering a healthy environment where everyone belongs. Empathy, trust and consistency are all important in building relationships. For various reasons, children can test and challenge relationships, therefore adults responsible for them require the ability to sensitively and confidently manage the adult-child relationship. There is an expectation that we are kind to one another and help to lead and drive high standards of culture and positive behaviour across the Group to benefit young people.

Individual needs – We celebrate difference and make reasonable adjustments to enable children to access learning and engaging to the best of their ability. This approach may be informed by formal assessments, for example as acquired through professional reports and through getting to know our young people – their likes, dislikes, and how to help them reach their potential. As far as possible, we use a proactive approach to anticipate potential stressors that might lead to dysregulation and resulting behaviour.

7.0 CREATING AN INCLUSIVE COMMUNITY

- **Clear expectations and consistent boundaries:** We clearly communicate our expectations through speech, visuals and modelling so all staff and pupils/students are aware of the expectations and boundaries appropriate to their strengths and needs.
- **The Curriculum:** Our behaviour curriculum is part of our Personal, Social, Health and Citizenship / Sex and Relationships curriculums.
- **Routines:** Routines and structure are integral to the school/college day. For example, staff will ensure that pupils and students receive a timetable for their learning and daily activities that is appropriate to their unique age and stage
- **Environment:** We create calm, welcoming and clean spaces, where everybody takes pride together.
- **Communication:** We use a supportive communication approach which aligns with the communication strengths and needs of our population.
- **Emotional Understanding:** We recognise some children and young people may require additional support and coaching in this area. We collaborate with young people to help positively enable them.

What we do not support – this list is inclusive of, but not exhaustive – the Group does not support talking about children and young people in front of them or others, shouting at one another, swearing, and disrespectful language.

8.0 USE OF REWARDS AND RECOGNITION

- **Recognition:** We recognise and celebrate effort not just achievement and examples of our rewards and reinforcements include praise, 'Star of the Week,' days out, unexpected rewards, golden time, certificates. Achievements will be shared with the wider community, such as parents/carers. Rewards are never taken away from a student once they have been earned for the intention of providing a sanction. The use of food as rewards will not be relied upon.
- **Rankings:** Reward systems will not be on public display as we recognise this could be shaming and demotivating for some young people.
- **Unfair incentives:** There are no unfair school incentives, e.g. such as attendance awards, as we recognise that many less controllable factors can influence attendance such as illness. Thoughtfulness will be applied to the incentive system to ensure children are not unfairly excluded.
- **Use of monetary rewards:** Money will not be used as an incentive for good behaviour.

9.0 RESPONDING TO DISTRESS AND NEED

There are times when our pupils/students become distressed and may require other sources of support. When a staff member becomes aware they respond empathically, predictably, promptly and clearly in line with this policy.

The first priority will be to establish the physical and emotional safety of pupils, students and staff and to restore a calm environment. Keeping children and young people safe is always the highest priority for all staff.

We will also consider whether the behaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Staff must be familiar with, and follow, the setting's Safeguarding Policy. All concerns, no matter how small, that a child or young person is being harmed or is at risk of harm must be reported to the setting's Designated Safeguarding Lead (DSL) or Deputy.

The school/college has responsibility to respond to pupils'/student's behaviour outside of the setting's premises (including online) to such an extent as is reasonable.

The school/college adopts a range of initial intervention strategies to help emotional regulation and behaviour.

10.0 NATURAL AND LOGICAL CONSEQUENCES – HELPING CHILDREN LEARN

Clear boundaries and consistent consequences play an essential role in supporting our whole-school culture. We use the term **consequences**, rather than *sanctions*, to reflect our commitment to approaches that are restorative, linked to behaviour, and focused on learning. Consequences help children and young people develop responsibility, understand the impact of their actions, and prepare for adult life.

Positive reinforcement works alongside natural and logical consequences to guide behaviour in a way that is respectful, predictable, and developmentally appropriate. These approaches are grounded in restorative practice and are designed to help children reflect, repair harm, and build the skills they need for future success.

All children and young people require boundaries and consequences that feel **fair, predictable, and understandable**. Expectations are taught explicitly, and pupils are encouraged to be involved in shaping them so they feel ownership, clarity, and a sense of partnership with staff. When expectations are not met, consequences help pupils understand what went wrong, what they can do differently next time, and how to restore trust or relationships where needed.

Natural Consequences

Natural consequences occur without adult intervention. They directly reflect the outcome of a pupil's action.

For example, if a pupil throws a favoured object in anger and it breaks, the natural consequence is that the object can no longer be used. Natural emotional responses — such as disappointment or shame — may also arise. Staff support children sensitively as they process these feelings and learn from the experience.

Logical Consequences

Logical consequences require adult intervention. They are **purposefully designed, linked to the behaviour**, and used when a natural consequence is unsafe, disproportionate, or unlikely to occur.

For example, if a pupil removes their seatbelt in a vehicle, travel is paused and a safe plan is put in place before continuing.

How Consequences Are Applied

Natural and logical consequences are always communicated in an **empathic, collaborative, and non-shaming** way. We do not use punitive or disconnected sanctions, as these do not support long-term learning and can increase shame. Instead, consequences must be meaningfully connected to the behaviour so that pupils can:

- understand the impact of their actions
- practise alternative strategies
- restore relationships where needed
- return to learning quickly and positively

Restoration is a central pillar of this approach. Restorative conversations help rebuild trust, repair harm, and reaffirm expectations. Staff take responsibility for initiating and guiding this process so that every young person feels supported, respected, and ready to move forward.

Why This Matters

Using natural and logical consequences helps children and young people understand the real-life impact of their behaviour in ways that promote responsibility, accountability, emotional development, and long-term learning. This approach avoids shame and emphasises connection, reflection, and repair. By linking consequences directly to behaviour, we create a predictable and respectful environment where pupils feel safe, valued, and able to learn from mistakes — skills that equip them for success beyond school.

Examples:

Natural consequence A pupil arrives late to a music rehearsal and misses part of the ensemble practice. The natural consequence is that they feel less prepared for the upcoming performance and may need to catch up. Staff support the pupil to reflect on how lateness affected their confidence and the group, and help them plan strategies to arrive on time.

Logical consequence A student rushes through their prep work and submits something incomplete despite having the time and support to do it well. The logical consequence is that they spend time with a staff member to revisit the task, understand what was missed and complete it to a standard they can be proud of. This consequence is directly linked to the behaviour and supports the development of responsibility and pride in their work.

Secondary Appropriate Examples:

Behaviour - Repeated disruption impacting the learning environment

A pupil repeatedly interrupts a lesson despite earlier reminders and support to refocus.

Natural consequence:

The pupil misses important teaching time and falls behind their peers, reducing their confidence in the subject. They may also experience tension with classmates whose learning has been affected.

Logical consequence:

The pupil is asked to step outside with a senior member of staff to reflect on the impact of their behaviour. They may rejoin the class once they demonstrate readiness to learn, or complete the work in a supervised study space. A follow-up plan is agreed with staff to help them meet expectations consistently.

Behaviour - Unsafe behaviour affecting the school community

A student engages in unsafe behaviour (e.g., pushing, misusing equipment, ignoring safety rules, unsafe play in the playground), creating risk for themselves and others.

Natural consequence:

The student may lose trust from peers or feel embarrassed when others express concern.

Logical consequence:

They are immediately removed from the area to ensure safety. Access to that space is paused while the student completes a restorative conversation and demonstrates understanding of expectations. They may help reset the environment (e.g., tidying equipment) and return once they can show they are ready to use the space safely.

Primary Appropriate Examples:

Behaviour – Distracting Others During Independent Work

Scenario:

A pupil repeatedly leans over to chat, taps others, or tries to make classmates laugh during quiet work time, even after gentle reminders.

Natural consequence:

The pupil does not finish their own work and may feel frustrated or worried when others are ready to move on and they are not. Classmates may avoid sitting with them in future tasks because they want a calm space to concentrate.

Logical consequence:

The pupil is moved to a quieter workspace where they can focus without distracting others. They complete any missed learning during a short catch-up slot. Afterwards, the pupil and teacher agree on strategies (e.g., a fidget tool, a clear “quiet signal”) to help them stay on task next time.

Behaviour – Ignoring Routine Expectations in the Cloakroom**Scenario:**

A pupil repeatedly throws their coat on the floor, pushes past others, or plays in the cloakroom instead of calmly putting belongings away.

Natural consequence:

Their belongings become lost or damaged, making it harder for them to join the next activity quickly. Peers may become irritated if they are bumped or delayed.

Logical consequence:

The pupil stays behind with an adult for a brief moment to tidy their area safely and practise the cloakroom routine. They rejoin the class once belongings are organised. A simple visual cue or step-by-step reminder is put in place to support future transitions.

11.0 DE-ESCALATION

De-escalation is our primary responsive strategy. Our aim is always to reduce distress, maintain dignity and support children and young people to regain a sense of safety and control. Strategies include:

- using a calm, steady approach with neutral and non-threatening body language
- keeping verbal interactions minimal to avoid overload
- using positive framing language (*Example (primary age): “Kind hands” rather than “Stop hitting.”*
Example (secondary age): “Let’s reset and speak respectfully” rather than “Stop being rude.”)
- offering planned and proactive positive distraction, such as talking about a young person’s interests
- diverting the young person to a preferred activity or experience
- adjusting the environment, for example offering access to a calm room or outdoor safe space
- encouraging engagement in preferred sensory activities or co-regulation strategies

- making changes to the staff supporting the young person if this helps reduce escalation
- using space effectively, including allowing movement, running or completing a sensory circuit
- using visual supports to aid processing and understanding
- implementing any personalised strategies identified by the young person as part of their individual plan.

12.0 THE USE OF RESTRICTIVE PHYSICAL INTERVENTION

We are aware that restraint of any kind can have a negative impact on a child's mental health and damage relationships between children and adults who care for and educate them.

Restraint is only ever used as a last resort response to maximise safety and minimise harm of the child/young person and others. Any intervention must be reasonable, proportionate and the least restrictive option available when there is an imminent or immediate risk of harm.

Restraint will always be:

- Time-limited, used for the shortest duration possible
- A safety-driven intervention, only applied when no other alternative can maintain safety

If any restraint incidents did occur in the schools, the schools would notify the **Operations Director who would inform the OFG Behaviour, Attitudes and Culture Lead** who will support the school in following any legal requirements and best practice guidance for post-incident actions.

13.0 SEARCHING, SCREENING AND CONFISCATION

Staff can confiscate, retain or dispose of a pupil's property in line with the [DFE's Searching, Screening and Confiscation](#) Decisions to confiscate should always be proportionate, and any special circumstances relating to the child or context must be carefully considered.

Items which contribute to the pupil's wellbeing, individual needs or sense of safety (for example fidget toys) will never be removed unless there is a significant risk of harm.

If confiscation is necessary, pupils can expect:

- Items may be returned to the pupil or their parents after a defined period. (E.g. prohibited from school but non dangerous items such as mobile phones.)
- Certain items will be destroyed (e.g. pornography, tobacco, alcohol, legal highs)
- Serious prohibited items will be handed to the police (E.g. banned/illegal substances, knives, weapons, stolen items)

Prohibited Items

The following items must not be brought into school:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- pornographic images
- fireworks
- anything that has been, or is likely to be used to cause injury or commit an offence

14.0 REMOVAL FROM CLASSROOM

Removal from a classroom is only considered when there is a risk to the safety or wellbeing of the individual, their peers, or staff, or when the behaviour is causing disruption to the learning of others in the immediate area. If a pupil is removed, they will continue to be supervised at a level appropriate to their emotional and intellectual needs. In some situations, it may be more appropriate to remove the rest of the group to ensure their safety and minimise disruption to learning.

The Headteacher, Principal or equivalent maintains strategic oversight of any removals. They ensure that the reasons for removal are transparent and understood by staff, pupils and students; that any removal is for the shortest time possible; and that the pupil is supported in an appropriate space that is resourced to help them regulate, refocus and continue learning. Supervision will always be provided by trained staff. A clear and timely reintegration process will be followed so the pupil returns to the classroom as soon as it is safe and appropriate to do so. Pupils will not be removed for prolonged periods without the explicit agreement of the Headteacher, Principal or equivalent.

Following any removal, staff will reflect on and review the actions taken to identify learning and make improvements to practice wherever possible.

15.0 SUSPENSION AND PERMANENT EXCLUSIONS

All pupils and students are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. In rare circumstances, the Headteacher, Principal or equivalent may use suspension or permanent exclusion in response to serious incidents (see Serious Incident Notification Policy), or to create the time and space needed to make the environment safe, repaired and ready for the pupil or student to return.

Removing a pupil from the school or college environment—where trusted adults, relationships and support are available—is rarely in their best interests. When removal is necessary, it is to enable safety, reflection, repair and restoration, not to punish. We recognise the impact this may have on the young person and their family or carers, and we work closely with them to provide support throughout.

Only the Headteacher, or acting Headteacher, can suspend or permanently exclude a pupil on disciplinary grounds. This decision may relate to behaviour inside or outside school. Permanent exclusion is used **only as an absolute last resort**, and only with the agreement of the Chair of Governors and/or the Operational Director.

A decision to suspend or exclude a pupil will be taken only when:

- there has been a serious or persistent breach of the behaviour policy, and
- allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude, the Headteacher will:

- consider all relevant facts and evidence on the balance of probabilities, including whether the incident was provoked
- allow the pupil to share their version of events
- consider the pupil's specific special educational needs (SEN) profile
- consider whether the pupil is especially vulnerable (e.g., has a social worker or is a looked-after child)
- ensure all alternative solutions have been explored, such as off-site direction or managed moves

Our policy is to avoid permanently excluding any pupil. It is unlawful to exclude a pupil because the school is unable to meet their needs, and excluding a pupil for behaviour arising from their special educational needs or disability may constitute discrimination. Any consideration of the suitability of a pupil's placement will instead be addressed through a formal SEN/EHCP or LAC Review Meeting with all relevant parties.

The Headteacher will consider the views of the pupil, taking into account their age and understanding, before making a decision—unless doing so would be inappropriate. The Headteacher may seek advice from other professionals involved in supporting the child.

Pupils who need support to express their views will be enabled to do so through an advocate, parent, keyworker or social worker. Support from other professionals may be sought to ensure this process is meaningful and accessible.

The Headteacher will not reach a decision until every effort has been made to meaningfully hear from the pupil. The pupil will be informed, in a way that is understandable to them, how their views were considered in the final decision.

Informing parents

If a pupil is at risk of suspension or exclusion, the Headteacher will inform parents or carers as early as possible. This early communication allows everyone to work together to understand any underlying factors affecting the pupil's behaviour and to identify what additional support may help prevent further difficulties.

If the Headteacher decides to suspend or exclude a pupil, parents will be informed without delay of the decision, the reason(s) for it, and the length of the suspension or, in the case of a permanent exclusion, that it is permanent.

Parents will also receive written confirmation without delay, including:

- the reason(s) for the suspension or exclusion
- the length of the suspension, or confirmation that the exclusion is permanent
- information about their right to make representations to the governing board, and how the pupil may be involved
- how any representations should be submitted
- where legally required, information about the governing board meeting to consider reinstatement, including the right of parents (or the pupil, if aged 18) to attend, be represented (at their own expense) and bring a friend

The Headteacher will also notify parents, without delay and by the end of the afternoon session on the first day of a suspension or permanent exclusion, that:

- for the first five school days of an exclusion (or until the start of any alternative provision, or the end of the suspension if earlier), parents are legally required to ensure their child is not present in a public place during school hours without good reason
- failure to comply may result in a fixed penalty notice or prosecution

For further detail, please refer to the **Suspension and Permanent Exclusion Policy**.

16.0 POST INCIDENT SUPPORT AND LEARNING

See templates in Appendix 2

It is good practice to provide a safe and supportive space for young people following a significant incident and to enable relationship repair. This will take place only when it is appropriate, timely and when everyone involved is ready. The purpose is to help the young person make sense of what happened, rebuild trust and support future learning.

Visual and narrative techniques may be used to aid understanding and reflection, depending on the young person's communication style and preferences. We recognise that some neurodivergent pupils may find it difficult to recall events during periods of high distress or meltdown. For these pupils, de-briefs are adapted to ensure the process remains in their best interests, without placing pressure on memory or verbal reflection.

Supportive tools are available where appropriate, aligned with the principles of the Restraint Reduction Network pledge. These approaches ensure that the focus remains on safety, connection, co-regulation and learning, rather than blame or interrogation.

16.1 COLLEAGUE WELL BEING

We recognise that supporting children and young people can at times be emotionally demanding for staff. As part of our commitment to a positive, relational, whole-setting culture, we aim to create an environment where colleagues feel supported, valued, and able to reflect on their practice.

Schools and colleges are encouraged to provide colleagues with structured opportunities to talk through incidents or challenging days in a non-judgemental, empathic and psychologically safe space. Post-incident support is a key part of this approach and helps ensure that colleagues feel heard, supported, and able to process the emotional impact of their work.

To support consistency across settings, this may include:

- Immediate post-incident check-ins with a senior leader, DSL, or designated wellbeing lead
- A short debrief using a calm, reflective structure (for example: What happened? Who was affected? How are you feeling now? What support would help? - See Appendix 2 for template example)
- Access to a named colleague (such as a pastoral lead, practitioner, or SENCo) for further reflection when needed
- Protected time after significant incidents to complete documentation and regulate before returning to duties
- Leadership visibility during and after high-intensity periods so colleagues do not feel isolated
- A supportive culture where staff can request a pause, swap duties, or step away briefly after challenging interactions

We also promote ongoing reflection and professional dialogue within staff teams. This may include:

- Regular staff reflective discussions – at the end of the day – what went well, what was challenging, what can we do differently tomorrow?
- Clinical consultation or supervision where available (requested through OFG clinical services)
- Informal peer-to-peer support
- Coaching conversations
- Access to professional resources on regulation, stress management, and emotional resilience

While the specific mechanisms may differ across settings, the underlying expectation remains the same: colleague wellbeing is essential to providing safe, attuned and effective support for pupils. By prioritising staff welfare, we strengthen the relationships, consistency and emotional availability that underpin a relational behaviour culture.

17.0 RECORDING AND REPORTING

The school has a strong and effective system for data capture, including all components of behaviour culture (e.g. iSams – Wellbeing Manager). Data is monitored through trends and patterns objectively analysed on a regular basis by designated staff, using a clear monitoring and evaluation cycle. School leaders and governors are actively involved in this process.

This approach underpins a whole-school strategy, using a wide range of data sources including:

- behaviour incident records
- attendance data
- permanent exclusion and suspension data
- searching, screening and confiscation incidents
- surveys capturing the views and experiences of staff, pupils, students, governors, proprietors and other stakeholders

School leaders and staff analyse and audit data through an objective, reflective lens and from multiple perspectives, including school-level, group-level, pupil-level and staff-level. Leaders use structured questions to interrogate the data further, helping to identify contributing factors to inform best practice.

Analysis by **protected characteristics** is also undertaken to ensure the school is meeting its duties under the **Equality Act 2010** and to inform equitable policy and practice development.

Reporting to outside agencies: Behaviour presented by the young people which are dangerous or criminally harmful must be reported to outside agencies, such as the police. When concerns relate to staff conduct, referrals to outside agencies may be required, such as the Local Authority or police in accordance with statutory guidance. Staff must follow the process outlined in the *Safeguarding Policy* and the *Managing Allegations Against an Employee Policy*.

18.0 ANTI BULLYING BEHAVIOUR

Some children and young people may not have developed the social skills required to manage relationships effectively, and/or they may not have had positive role modelling to support this. Staff remain vigilant to signs of bullying behaviour, which could be obvious or subtle, in person or online, and concerns are addressed in line with the *Anti-Bullying Behaviour Policy*.

19.0 CHILD-ON-CHILD ABUSE and SEXUAL HARASSMENT

Please refer to the *Child-on-child Abuse Policy*

Following any report or concern regarding child-on-child abuse or sexual harassment, whether online or offline, staff must immediately inform the **Designated Safeguarding Lead (DSL)** or Deputy Head.

The school is clear that:

- Sexual violence and sexual harassment are **never acceptable** and will not be tolerated.
- Behaviour that falls below expectations will be addressed and supported.
- All forms of inappropriate language and behaviour between pupils must be challenged consistently.
- Sexually abusive language or behaviour will **never** be normalised, excused as “banter”, or minimised.

We advocate for high standards of conduct. Staff model respectful, courteous and dignified relationships at all times.

It is essential that all victims are reassured that they will be supported, kept safe and taken seriously, regardless of when they disclose the incident. Abuse occurring online or outside school is treated equally seriously and will not be downplayed. A victim will never be made to feel responsible or be given the impression that they are creating a problem by reporting.

20.0 ONLINE INCIDENTS – Please also see the *Staying Safe Online Policy*

Interactions between pupils and students online can significantly influence the culture of the school or college. Negative online behaviours can make the environment feel unsafe, and responding to these incidents can be challenging due to issues such as anonymity and activity occurring off-site.

The school maintains that:

- The same standards of behaviour apply **online and offline**.
- Everyone must be treated with kindness, respect and dignity, regardless of the setting.

Inappropriate online behaviour—including bullying, the use of inappropriate language, the soliciting or sharing of nude or semi-nude images, and sexual harassment—will be addressed following the same principles as offline behaviour. Where the behaviour raises a safeguarding concern, staff must follow the ***Safeguarding Policy*** and inform the DSL or Deputy immediately.

The school will intervene when online behaviour poses a threat or causes harm to another pupil or student, or when it risks repercussions for the running or reputation of the school.

Please also see the *Mobile & Smart Technology Policy*

21.0 SUSPECTED CRIMINAL BEHAVIOUR

Where a staff member, Headteacher, Principal or equivalent suspects criminal behaviour, the school or college will gather sufficient information to establish the basic facts. These initial enquiries will be carefully documented, and every effort will be made to preserve relevant evidence.

Once a decision is made to report the matter to the police, the school will ensure that its actions do not interfere with police procedures. However, the school retains the discretion to continue internal investigations and apply appropriate consequences, provided these do not conflict with police actions.

Reporting to the Local Authority may also be necessary. All actions must align with the Safeguarding Policy, and the DSL or Deputy must be notified immediately.

22.0 COMPLAINTS

Any complaint or concern raised by a young person will be taken extremely seriously. Staff must remain alert to both direct and subtle signs that a pupil may be distressed or dissatisfied. All complaints will be handled in accordance with the Complaints Policy.

Akeley Wood School

Classroom Working Policy: Recognition & Rewards Framework

For staff use – aligned to the Blenheim / Akeley Relational and Inclusive Behaviour Policy – September 2026

Recognition at Akeley Wood is relational, inclusive and individualised. It celebrates effort, progress, kindness, contribution, resilience, positive relationships and personal achievement. Its purpose is to strengthen pupils' sense of belonging, help them recognise their own progress and support positive engagement with school life.

Before giving any reward:

- Recognise effort, progress and contribution as well as achievement and outcomes.
- Make recognition genuine and specific, so pupils understand what has been noticed.
- Consider how the individual pupil prefers to be recognised. Some pupils may prefer private acknowledgement rather than public praise.
- Apply recognition equitably rather than identically, taking account of individual strengths, needs, communication preferences and starting points.
- Make reasonable adjustments so that every pupil has a meaningful opportunity to experience success.
- Recognise regulation, reflection, repair and re-engagement following difficult moments.
- Once recognition or a reward has been earned, it will not be withdrawn in response to later behaviour.
- Use a broad and varied range of recognition, informed by pupil voice and developed collaboratively with pastoral colleagues.
- Celebrate individual and collective achievement without publicly ranking or comparing pupils or creating systems that may feel shaming or demotivating.
- Ensure that rewards do not unfairly exclude pupils because of attendance, disability, SEND, health, family circumstances or factors outside their control.
- Do not use money as an incentive for behaviour or routinely rely on food as a reward.
- Record recognition on iSams to support an understanding of pupils' strengths, engagement and successes, not to create individual league tables.

Pupil Voice and Preferences

Recognition should be meaningful to pupils. Pupils will have opportunities to help shape and review the recognition framework, including the range of rewards and recognition opportunities available.

Our Core Values

Our values are focused on developing skills for life so that every member of our community can **'Discover, Grow, Achieve'**. Behaviour expectations to be displayed in all classrooms as a visual reminder to students.

VALUE	WHAT THIS LOOKS LIKE IN PRACTICE
RESPECT	- Respect personal space, belongings and the school environment - Arrive on time, equipped and ready to learn - Stay on task and focused in lessons - Value the ideas and contributions of others - Be accountable for your words and actions
KINDNESS	- Smile, say hello and be polite - Give people your full attention when they speak - Use kind language in every part of school life - Be empathetic to the feelings of others
CHARITY	- Help keep the school environment welcoming and safe - Help others when they need support - Be a positive role model and an upstander, not a bystander - Contribute to the collective wellbeing of the community
COMMUNITY	- Participate in group projects and discussions - Get involved in extra-curricular activities, clubs and teams - Support classmates through challenging tasks - Celebrate diversity and take part in local and wider community events

Learner Habits

Expectations of behaviour are all based on the Akeley Wood Learner Habits of **ASPIRATION, COURAGE, RESPONSIBILITY, INTEGRITY and RESILIENCE**. All members of the Akeley Wood community are expected to embody these values in every interaction with peers, teachers, parents and visitors.

The 5-Step Positive Reinforcement Strategy

STEP	WHAT IT LOOKS LIKE
1. Praise <i>All staff</i>	- Acknowledge and praise students who demonstrate positive behaviour, reinforcing their actions and encouraging others to follow suit - Positive praise should always far outweigh the negatives
2. House Points <i>All staff</i>	- Awarded across three categories: Citizenship, character and the Akeley Wood Core Values; Effort and Homework; Representing the school - 1–3 house points may be awarded as a reward for clear examples of effort, progress, contribution, achievement or positive. They should be awarded equitably and consistently, with reasonable adjustments made so that every pupil has a meaningful opportunity to earn rewards. - House points can also reward relational and inclusive behaviour such as asking for help, using an agreed regulation strategy, returning to learning, repairing harm or relationships, reflecting on an experience, or trying a different approach following difficulty. - Recorded on iSams and tallied at the end of each term
3. Group Rewards <i>Class Teacher</i>	- Class goals are set and the whole class is rewarded when they are met - Encourages teamwork, collaboration and a positive, cooperative learning environment
4. Peer Recognition <i>Students, facilitated by staff</i>	- Pupils are able to nominate their peers for demonstrating the school's Core Values and positive behaviours - Fosters a sense of community and mutual support
5. Positive Communication with Parents/Carers <i>Class Teacher / Form Tutor / Pastoral Lead</i>	- Regular, positive communication home about a pupil's achievements and positive behaviour - Reinforces the importance of positive engagement and builds a supportive relationship between home and school

House Point Milestones & Formal Recognition

LEVEL OF AWARD	HOUSE POINTS	REWARD
Commendation	50	Certificate in assembly
Bronze	100	Certificate in assembly
Silver	150	Certificate in assembly and a small reward or privilege
Gold	200	Certificate in assembly and a larger reward or privilege
Platinum	300	Certificate in assembly and a special school reward or celebration

Where needed, staff should consider how rewards and public recognition are offered so that pupils access them in a meaningful and appropriate way.

Further Recognition

- Termly Core Value Award given to four students who consistently present the school's Core Values – for example repeated demonstration of the values, leading a school event, or significant service.
- Annual prize-giving ceremony, including the award of a trophy (kept in school) and certificates (taken home).
- Notable academic and extra-curricular achievements celebrated by announcements in assembly and the award of certificates and medals in front of the whole school, and recorded in press releases, the Headteacher's newsletter, website content and display areas.
- Weekly newsletter on main school events sent to all parents.
- House contributions will be recognised throughout the year, with each house celebrated for the distinctive ways in which its pupils have contributed to the school's values and community. Any end-of-year House Trophy will recognise collective contribution and participation without publishing comparative pupil totals or creating individual league tables.
- Sixth Form: Regular Celebration Assemblies take place throughout the year to recognise academic and co-curricular achievement.

Akeley Wood School

Classroom Working Policy: Consequences Framework

For staff use – aligned to the Blenheim Behaviour Policy (V5.31.3.2026) – September 2026

This version does not list specific example behaviours. Each stage is instead defined by the pattern, severity and impact of the behaviour, so that staff use professional judgement – informed by their knowledge of the pupil, the reflective prompts below, and, where relevant, an individual plan – to decide which stage best fits a given situation.

Before applying any consequence:

- Consider first whether the behaviour may reflect an unmet need, distress, dysregulation, communication difference, sensory need, trauma response or other barrier to engagement. Reasonable adjustments and any individual plan always take precedence over this table.
- We use the term ‘consequence’, not ‘sanction’. Consequences are natural or logical, proportionate, predictable, restorative – and never shaming.
- De-escalate first: use a calm, steady approach and the strategies in Section 12 of the Behaviour Policy before moving to a consequence.
- Restorative conversations underpin every stage (see prompts below).
- Consequences are recorded on iSams to support pattern-monitoring. Safeguarding concerns are reported to the DSL immediately, at any stage.
- Rewards and positive recognition continue alongside this framework and are never withdrawn once earned (Section 8).

Consequences Table

STAGE	NATURE OF BEHAVIOUR (professional judgement applies)	LOGICAL CONSEQUENCE & NEXT STEPS
Verbal Reminder <i>Class Teacher</i>	A minor, first-time deviation from expected classroom behaviour or routines – low-level and easily corrected with a calm, informal reminder.	Calm, low-key verbal reminder naming the expected behaviour and why it matters Not formally recorded – an immediate opportunity for the pupil to reset If the behaviour continues or is repeated, move to C1
C1 <i>Class Teacher</i>	The same or a similar minor behaviour repeated after a verbal reminder, or another minor breach of classroom expectations and routines.	A second, clear reminder restating the expectation and the boundary Recorded on iSams to support pattern-monitoring If behaviour continues after this reminder, move to C2
C2 <i>Class Teacher / Form Tutor (pastoral lead informed)</i>	A repeated pattern of C1-level behaviour, or a single instance of behaviour that is moderately disruptive, disrespectful, or may suggest the pupil is finding it difficult to access, engage with or remain regulated within the learning environment beyond a first reminder.	Restorative conversation using the reflective prompts (see below) Logical consequence directly linked to the behaviour, e.g. a short supervised catch-up session at break/lunch, or a restorative task connected to the impact caused (e.g. helping reset a space disrupted) Parents/carers contacted in a spirit of partnership, to build shared understanding of what happened, what support may be needed, and how home and school can work together. Where the pattern continues, a subject or cross-curricular report is set up with the relevant pastoral lead for a defined, reviewed period
C3 <i>Pastoral Lead / Head of Phase (or equivalent HoF/DHoF)</i>	Behaviour that is disrupting the learning of others, showing disrespect towards staff, visitors or peers, or repeated refusal to follow a reasonable instruction – or a repeated pattern of C2-level behaviour.	Removal from the classroom for the remainder of the lesson (Section 15 – behaviour is disrupting the learning of others), supervised in an appropriate space. This is not a punitive or isolation-based response; it is a supportive, time limited intervention to help the pupil regulate, maintain safety and enable learning to continue. Exact duration and space judged case-by-case by the pastoral lead/on-call SLT, for the shortest time necessary, with a clear reintegration conversation before the pupil returns to lessons Restorative conversation led by the pastoral lead using the reflective template Parents/carers contacted in a relational and collaborative way, with a focus on shared problem-solving, not blame. DSL informed where there is any indication of an unmet need, distress or safeguarding concern

STAGE	NATURE OF BEHAVIOUR (professional judgement applies)	LOGICAL CONSEQUENCE & NEXT STEPS
		Individual/behaviour support plan reviewed if the pattern continues
C4 SLT / Pastoral Lead (Agreed with Headteacher & Chair of Governors)	A serious breach of expectations – including behaviour that risks safety, causes damage, is seriously disruptive, or is discriminatory – or a repeated pattern of C3-level behaviour.	Supervised Reflection & Refocus Space: a resourced, supportive and time-limited space (Section 15) to help the pupil regulate, refocus and continue learning, staffed by trained staff, with work set so learning continues. It must not be used as punishment, seclusion or isolation. Must be agreed with the Headteacher and Chair of Governors before being actioned; this may take place on the day of the incident or, where agreement needs to be sought first, on an agreed later date Reintegration conversation with SLT/pastoral lead before the pupil returns to normal lessons Restorative conversation with SLT/pastoral lead using the reflective template Risk assessment or behaviour support plan considered/reviewed Parents/carers meeting arranged as a collaborative planning conversation including what the pupil may be communicating through the behaviour and what support or adjustments may reduce recurrence. DSL informed; safeguarding process followed where relevant Any physical or verbal altercation is assessed on severity and may be escalated to C5
C5 Headteacher / Deputy (Agreed with Chair of Governors)	Behaviour that seriously affects the health, safety or wellbeing of the pupil or others, or a repeated pattern of C4-level behaviour.	Headteacher-led response, agreed with the Chair of Governors; safeguarding referral where relevant, including to external agencies (e.g. police) where required Suspension considered only where there has been a serious or persistent breach and remaining in school would seriously harm the education or welfare of others, and only after all relevant facts, the pupil's SEND, communication, sensory, trauma and vulnerability profile, reasonable adjustments and alternatives (e.g. off-site direction, managed move) have been considered. Parents/carers informed without delay, in line with statutory requirements Post-incident support offered to the pupil and any staff involved

STAGE	NATURE OF BEHAVIOUR (professional judgement applies)	LOGICAL CONSEQUENCE & NEXT STEPS
C6 <i>Headteacher (Agreed with Chair of Governors / Operational Director)</i>	An extreme incident, or a repeated pattern of serious breaches, where the pupil's continued presence would seriously harm the education or welfare of others.	Permanent exclusion is used only as an absolute last resort, with the agreement of the Chair of Governors and/or Operational Director Full process followed: all facts considered, the pupil's voice actively sought and heard wherever possible, SEND and vulnerability considered, reasonable adjustments reviewed and alternatives explored. Police / Local Authority involvement where required The family is supported throughout

Restorative Conversation Prompts

Use these prompts – adapted from the Behaviour Policy's post-incident learning approach – to guide a restorative conversation at any stage. Wherever possible, the pupil's voice should be gathered in a way that is accessible and meaningful for them, recognising communication, developmental, sensory and emotional needs:

- What happened?
- What were you thinking and feeling at the time?
- Who has been affected, and how?
- What do you need to do to put things right?
- What support would help you next time?

Removal from the Classroom

Removal is only considered when there is a risk to the safety or wellbeing of the pupil, their peers or staff, or when behaviour is causing significant disruption to others' learning. Where used, it is for the shortest time possible, the pupil continues to be supervised at a level appropriate to their needs, and a clear, timely reintegration process is followed (Behaviour Policy, Section 15). Removal must be supportive, supervised and time-limited; it must not be used as a punishment, seclusion or isolation.

Suspension and Permanent Exclusion

Only the Headteacher (or acting Headteacher) can suspend or permanently exclude a pupil, and only where there has been a serious or persistent breach of the Behaviour Policy and allowing the pupil to remain in school would seriously harm the education or welfare of others. Permanent exclusion is used only as an absolute last resort, with the agreement of the Chair of Governors and/or Operational Director, after all alternatives have been explored (Behaviour Policy, Section 16).

Post-Incident Learning Form Template

For completion with staff and the young person, where appropriate.

1. Basic Information

- **Name of Young Person:**
- **Date & Time of Incident:**
- **Staff Present:**
- **Location:**

2. What Happened?

(Brief, factual description – no opinions or judgement)

- What was observed?
- What behaviours or actions took place?

3. What Was the Lead-Up? (Triggers / Context / Stressors)

(Think: environment, demands, transitions, relationships, sensory factors)

- What was happening just before?
- Any changes the young person might have found difficult?
- Any unmet needs?

4. What Was the Young Person Trying to Communicate?

(Staff reflection – based on known needs, emotions, patterns)

- Possible feelings:
- Possible needs:
- Function of the behaviour (e.g., escape, connection, sensory, overwhelm):

5. What Helped in the Moment?

- Strategies, approaches, or people that reduced distress
- Anything that made things worse or didn't help

6. What Can We Do Differently Next Time?

(Staff reflection)

- Environmental adjustments
- Adult approaches
- Predictability / routines
- Relationship or connection opportunities

7. What Can / Do Differently Next Time?

(Young person's voice – use whichever method suits them: drawing, writing, symbols)

- “It would help me if...”
- “Next time I might try...”
- “I want adults to know...”

8. What Support Is Needed Now?

- For the young person
- For staff involved
- Any follow-up actions (e.g., check-in, key adult time, sensory adjustments, positive plan review)

9. Agreed Actions

- Action:
- Person responsible:
- By when:

10. Signatures

- Staff completing form:
- Young person (if comfortable):

Document Name:

Relational and Inclusive Behaviour

Document Type:

Policy

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