



Behaviour and Relationships Policy



This policy operates within the admissions thresholds outlined in the Admissions Policy, which ensure pupils can be safely supported within this relational model





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1. Introduction: Purpose and Context

Storybrook School's Behaviour and Relationships policy embodies our culture and ethos where relationships and kindness are at the heart of every interaction. It is informed by research and best practice, and seeks to promote positive relationships between staff and pupils which enables all children and young people to thrive personally, academically and socially.

Our positive behaviour and relationship policy reflects a trauma informed approach and our behaviour strategies are both developmentally and trauma informed. We do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour, however, we have high expectations of behaviour for all and rigorous support is offered to those having difficulty meeting those expectations.

Through promoting excellent behaviour, we strive to create a positive and engaging environment where children feel comfortable, valued and assured of success. This policy is underpinned by our Vision, Mission and Values statement, found on the school website.

Storybrook School is a relational, trauma-informed setting where behaviour is understood as communication. We create a safe, predictable and nurturing environment where all pupils are supported to thrive socially, emotionally and academically.

This policy ensures a consistent and effective approach to behaviour, creating a calm and purposeful environment for pupils and staff.

Our processes for maintaining appropriate behaviour are underpinned by the following drivers;

- The promotion of trusting and respectful working relationships.
- Providing clear and consistent expectations - see our Behaviour Blueprint (appendix 1) and school rules (appendix 2).
- Providing encouragement and praise for effort and good behaviour.
- Encouraging children to take responsibility for their actions through a relational and restorative approach (see appendix 8).





- Having clear and logical consequences to respond to unacceptable behaviour.

This Behaviour and Relationships policy applies at all times that students are working with Storybrook staff: in school, and also on school trips or activities during the school day or at other times. There may also be occasions where Storybrook staff use this policy outside of this - for example, in supporting students to repair their relationships after challenging behaviour that has taken place outside of school or deciding not to take students on a trip to a particular place if there have been difficulties at that venue outside of school hours.

This policy has been written in line with the following legislation:

- Behaviour in Schools (DfE 2022)
- Working together to improve attendance (DfE 2024)
- Behaviour and Discipline in Schools (DfE 2016)
- Searching, Screening and Confiscation in School (DfE 2014)
- The Equality Act 2010
- Use of Reasonable Force in Schools (DfE 2013)
- The SEN Code of Practice 2014
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy, and give schools the authority to confiscate pupils' property

This policy is underpinned by the core values of Storybrook:

- Belonging
- Respect
- Resilience
- Inclusion
- Integrity
- Love

This policy should be read in line with other relevant policies:

- Anti-Bullying Policy





- Safeguarding and Child Protection Policy
- Risk Assessment for Student Welfare Policy
- Suspensions and Exclusions Policy

When referencing safeguarding, behaviour would be considered a risk or concern in this area if it involves:

- harm or risk of harm
- sexualised behaviour
- repeated/high-level incidents
- unexplained escalation
- links to home/contextual risk

To ensure that the behaviour policy is reflective of the practice within the school, staff will be asked to record incidences of misbehaviour on Behaviour Watch. This will allow weekly analysis to be conducted by the leadership team, to ensure that the school environment and systems are appropriate for the children's needs

2. Summary of Storybrook's Approach

Regulate → Relate → Repair → Reflect

At Storybrook School, all behaviour is understood and responded to through a consistent, trauma-informed cycle:

Regulate

When a pupil is dysregulated, they are not able to think, learn or respond to reasoning.

At this stage, the priority is emotional and physical safety. Therefore, the focus will be on calming the nervous system.

Staff will:

- remain calm, non-threatening and predictable
- use a low voice, minimal language and open body posture
- offer space, time or a safe environment if needed
- use co-regulation strategies (e.g. breathing, sensory support, movement)





No correction or consequence is given until the child is regulated.

Relate

Once the pupil begins to regulate, staff focus on rebuilding connection and trust. Our key motto here is connection before correction; if children feel safe and valued, they are most likely to respond and engage.

Staff will:

- show empathy and understanding
- use approaches such as PACE (Playfulness, Acceptance, Curiosity, Empathy)
- acknowledge feelings without judgement
- demonstrate unconditional positive regard

Example language:

- “I can see that was really difficult for you.”
- “I’m here to help you.”

Repair

“Restore relationships and address harm”

When the pupil is calm and connected, staff support them to understand the impact of their behaviour and repair any harm caused. We will encourage students’ to take accountability and grow from mistakes, using incidents as a learning opportunity.

This may include:

- a restorative conversation
- apologising or making amends
- repairing relationships with peers or staff
- taking responsibility in a supported way

Staff will:

- guide reflection using restorative questions
- ensure the process is supportive, not punitive





- focus on learning rather than blame

Reflect

Following repair, pupils are supported to reflect and develop strategies for future success.

Staff will:

- help pupils identify triggers and feelings
- support development of regulation strategies
- reinforce positive behaviour choices
- adapt support plans if needed

This may include:

- updating behaviour plans
- sharing strategies with staff and parents
- using behaviour data to inform provision

This approach ensures that:

- behaviour is managed consistently and compassionately
- pupils develop self-regulation and emotional understanding
- responses are trauma-informed and developmentally appropriate
- the school maintains a safe, inclusive and supportive environment

All staff responses to behaviour follow the regulate-relate-repair-reflect model, ensuring consistency across the school.

3. Aims and Expectations

This policy is designed to encourage the way in which all members - pupils, staff, parents/carers and governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where health and wellbeing of individuals is paramount.





We aim to:

- Promote a positive ethos in the school through encouraging a shared understanding of the values and rules which underpin our school.
- Create a consistent environment that expects, encourages and recognises positive behaviour and one in which everyone feels happy and safe.
- Promote kindness, self-belief, curiosity and pride through success, positive relationships and awareness of how our behaviour impacts on ourselves and others.
- Help pupils develop self-respect, self-regulation and accountability for their own behaviour.
- Minimise or prevent the occurrence of unacceptable behaviour in school by using a clear structure of boundaries and giving first attention to best conduct.
- Provide a nurturing and trauma informed approach (see appendix 4) to foster appropriate behaviour.
- Prevent bullying.

Our expectations of students are that they are:

- Ready
- Respectful
- Safe

It should be noted that the behavioural expectations of each pupil constantly evolve and will depend on each child's personal circumstances. We understand that behaviour is often the result of a situation, experience or a combination of both. Many of our children have experienced high levels of anxiety resulting in previous school refusal, have been excluded from their previous school and or have experienced significant childhood trauma. Our therapeutic and restorative approaches will support children to understand their feelings, develop strategies to manage their emotions and contribute positively to their local communities.

The staff at Storybrook will support each child to believe in their own ability, forgive themselves and each other for mistakes and reflect on their actions, ensuring positive next steps are taken forward.





Many pupils joining Storyybrook have experienced barriers to learning. Our approach supports them to rebuild confidence, develop regulation and succeed.

We will adopt a restorative approach to reintegration and relationship management. It is important that the person who has been harmed has input into how the situation is managed and whether they feel that the situation has been resolved. As part of this process all time frames for actions will be addressed and confirmed within this meeting. A copy of transcripts of each restorative meeting will be available for stakeholders. (Please see Appendix 3 for details)

While we do not use punitive sanctions, we maintain clear, consistent boundaries and will use proportionate consequences, including removal, suspension or external agency involvement where safety or learning is compromised.

Our expectations of pupils are set out in our behaviour steps which have been shared with staff, pupils and parents and carers. These outline 4 levels of behaviours, and the actions staff and pupils will take as a result and acts as a tool to aid staff on making consistent decisions about how certain behaviours are dealt with. They take into account the individual needs of pupils and aim to act as a solution based document to ensure pupils are receiving all the support they need in order to succeed at Storyybrook school (Please see appendix 3 for full details).

This policy is based on the following principles:

- Every child and staff member is given support, respect and unconditional positive regard.
- All behaviour is communication, so every effort is made to understand it.
- All responses to inappropriate behaviour should be prompt, proportionate, reasonable and relevant.
- Consequences begin with a restorative conversation that aim to repair relationships, support and improve behaviour through teachable moments (appendix 4).
- Adults will always behave in a way that is consistent, calm and fair. This is in line with our Staff Code of Conduct, Teacher Standards and Trauma Informed Approach.





Ready
Respectful
Safe

Our three school rules are an integral part of our Behaviour and Relationships policy and are displayed in every classroom and around the school (appendix 2). All children are expected to understand and follow these simple expectations:

- Be Ready - We are ready to learn; we arrive at school on time, we have our equipment ready and we show we are listening.
- Be Respectful - We are respectful; we listen when others speak and we respect each other, including school property and the property of our friends.
- Be Safe - We are safe; we walk around school safely, we listen and follow instructions to keep ourselves safe, we use equipment safely and we stay safe online.

Expectations of Staff:

We will:

- Encourage every pupil, every day to believe in who they are.
- Always use appropriate language with children and their families.
- Always be polite and show respect to pupils
- Support the development of every child's social and academic skills.
- Always keep eyes on children and interact with them.
- Use the behaviour steps to support pupils with their behaviour choices.
- Be consistent, calm and fair
- Meet and greet each child with a smile
- Model positive behaviours and build relationships





- Plan lessons that engage, challenge and meet the needs of all learners
- Actively give first attention to best conduct
- Use a mechanism for positive recognition in each classroom
- Refer to the school's '3 Rules' and '6 Values' in all conversations about behaviour
- Follow up every time, retain ownership and engage in reflective, restorative dialogue with learners
- Never ignore or walk past learners who are struggling with behaviour - behaviour is everyone's responsibility
- Connection before correction - where appropriate, staff use the PACE approach in their interactions with pupils or the 3R's (Appendices 5&7) to support children to regulate their emotions.
- Consistently apply the regulate-relate-repair-reflect model in all behaviour responses

As a staff have agreed that it is vital that everyone employed at Storyybrook are consistent with our approach to behaviour support.

Teachers and all staff explain what is expected of children in lessons, when moving around school and when in the playground. All members of staff are expected to be active role models for the children and remind pupils of positive conduct.

These expectations are for all children. Children who are on the special needs register or those that find it difficult to meet these expectations may have targets to achieve, but will be supported and expected to meet the school's expectations. Reasonable adjustments will be made in line with Equality Act 2010. This includes adapting expectations, individualising responses and considering the context and needs of each pupil. Behaviour is not treated uniformly, and all responses are proportionate and developmentally appropriate. At all times the safety of all children is paramount.

If children do not to meet the expectations set, all staff are expected to respond to them in a calm and consistent manner, by following the stepped reminders and hierarchy of consequences detailed in Appendix 6.





Staff will evaluate the context of the incident, including consideration of where the child is in relation to the three tiers triangle. Where appropriate, teachers may choose to adopt the PACE approach or use the 3R's model to support the children to regulate their emotions (appendix 5&7).

Each class collaborates to write their own expectations every year which are based on the three school rules. These are signed by all children and displayed in classrooms. Establishing an agreement helps to promote positive relationships, so that everyone can work together with the common purpose of helping everyone to learn.

4. Assessment

Our initial assessments use our trauma informed assessment tool "Motional" to explore 11 key areas. From this snapshot, we will then refer to additional assessments if required such as Speech and Language (SALT), Occupational Therapy (OT) or Psychotherapy/Counselling. We explore the need for family therapy and consult with parents to identify potential barriers to learning or past trauma and how we it may be triggered.

The enriched and personalised education provided at Storybrook is an agreed partnership between staff and pupils through a desire to learn and to be taught in way that meets their needs.

We work in partnership with pupils and families to support engagement with our expectations, code of conduct and values.

The expectation that every pupil will interact with others in an accepting and caring manner is the environment in which social development, academic success, and the betterment of the school, can flourish and every member of staff will do all they can to encourage this.

Behaviour is monitored and reviewed regularly by leaders. Through this approach, we expect to see:

- reduced frequency and severity of incidents





- improved emotional regulation
- increased engagement in learning
- improved attendance and relationships

5. Roles and Responsibilities

Leadership and management of behaviour are key parts of the job description of all leaders at Storyybrook. Leaders at all levels will be highly visible at Storyybrook. Leaders will routinely engage with pupils, parents, and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

The Headteacher will:

- Ensure that there are clear routines for all parts of the school day, and all spaces of the school, and ensure that these are written clearly in the school handbook.
- Ensure that all staff are aware of the routines around the building, dedicating time in school meetings to talking through these and rehearsing key elements of this.
- Ensure that new staff are properly inducted into the routines around the building and the culture of how behaviour is managed.
- Be visible around the building, supporting staff in challenging behaviour that does not yet meet our expectations.
- Meet and greet learners and parents in a positive manner at the beginning of the school day, wherever possible.
- Give first attention to best conduct.
- Celebrate staff and learners whose effort goes ‘above and beyond’.
- Regularly share good practice.
- Model the use of the PACE model or the 3R’s (Appendix 6 and 7) to support children to regulate their emotions
- Work with staff who are struggling to manage behaviour in their lessons, to ensure they are supported and challenged to develop this skill.
- Take the lead during any high-level behaviour incidents.
- Ensure that all behaviour is logged appropriately, and that these logs are used to reflect on how we can all be better at managing behaviour.
- Working with the Deputy Head/SENDCo, ensure that appropriate reasonable adjustments and support are put in place for children who require it.





- Ensure that logical consequences are used, not punishments, to support students in developing habits of good behaviour.
- Use behaviour data to target and assess school wide behaviour policy and practice
- If the Headteacher is not in school, this responsibility is delegated to the Deputy Headteacher.

The Deputy Headteacher will:

- Take responsibility for behaviour, as described above, if the Headteacher is out of school or otherwise unavailable.
- Ensure that reasonable adjustments are in place for every student who requires them.
- Ensure that all students have an individual student profile, which lets staff know how best to support them and meet their needs so that behaviour does not escalate.
- Put additional behaviour interventions in place for students who require them.
- Ensure that every student has an up-to-date individual risk assessment, which highlights the dangerous behaviours they are known to engage in, explains triggers so that staff can spot escalation early, and explains how best to manage these dangerous behaviours should they occur.
- Lead the team of Support staff to provide on-call behaviour support at all times throughout the school day.
- Support the Headteacher with facilitating/organising/running behaviour interventions where appropriate.
- Support the Headteacher in ensuring that all incidents are logged and appropriately reflected on.

Class teachers will:

- Communicate the school's expectations in terms of routines, values, and standards both explicitly through teaching behaviour and in every interaction with students.
- Adhere to school routines that apply during their lessons.
- Think carefully about, plan, and teach clear routines for all elements of their lessons.
- Read all the information about their students, so that they can plan lessons which respond to their learning and SEMH needs, and so that they can spot early





escalation signs and manage crisis behaviour effectively and in line with that child's profile and risk assessment.

- Work positively with all pupils, showing respect, understanding and high expectations.

6. How We Manage Behaviour

Our behaviour management is based on the following principles:

- Routines: In order for students to feel safe, we need predictable routines and expectations.
- Relationships: Students need to feel valued and cared for.
- Responses: Should be predictable and reinforce the other Rs in this list.
- Restoration: We show students that physical things and relationships can be repaired and restored, and we teach them how to do this.
- Reflection: We think carefully about any incidents so that we can prevent them from happening again and develop our practice.

We support the behaviour of our students through:

- Whole school Trauma informed approach to relationship management and psychoeducation.
- Holistic therapeutic support including, such as mindfulness.
- Each student has a key trusted adult.
- Classroom environments will be designed in partnership with Speech C Language and Occupational therapy support.
- Access to external support where appropriate
- "Motional" assessments of each child with interventions based on identified needs
- Working closely with Social Care, Police and other external agencies
- Having a clear understanding of what behaviour is acceptable and what behaviour is not.

It is the responsibility of the Headteacher, the Advisory Board and the Proprietor to ensure that school systems and practices are based on these principles and lead to the development of an effective culture for positive behaviour.

7. Teaching Positive Behaviour





As a school for students with Social, emotional and mental health needs, Storyybrook recognises the importance of teaching positive behaviour. We do this in a number of ways:

- By having clear routines for how students behave around the building, and what the expectations are of them in every space, and at every time during the school day.
- By explicitly teaching students these expectations when they start with us, during transition, and by all staff reinforcing them all day, every day.
- By using praise and positive reinforcement constantly: praising students for positive choices, recognising and acknowledging it when they are having difficulties, and making sure that they know we believe in them and their ability to make the right choice, helping students reflect on how far they have come since joining Storyybrook, contacting parents/carers to celebrate positive choices and progress in behaviour.

8. Rewards

Rather than 'merit' or 'credit' systems, Storyybrook believes in tangible rewards based around the pupil's personal interests and positive relationships. Staff come together each week as well as passing on updates throughout the day and thus, a clear picture of every pupil's behaviour is constantly developing and continually discussed.

Merits, for instance, can be a source of bullying as well as jealousy and hold limited relevance to the real world. Positive contributions to the school and the school day are always praised. Opportunities and praise are the outcome of effort, good behaviour and good attendance and all of these things are rewarded with attention. Good behaviour is acknowledged publicly, pupils are frequently asked to 'tell me one good thing that you did today' with an aim to developing a sense of pride (as well as awareness) in all pupils. Behaviour choices are in the control of each pupil and as a result, positive choices lead to positive reinforcement which should be both intrinsic and extrinsic.

As each form group is very different, class teachers are encouraged to develop positive behaviour systems with their pupils - we encourage staff to be mindful of





trauma informed schools best practise and attachment needs whilst developing class systems.

9. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Bullying can include:

Type of Bullying	Definition
<ul style="list-style-type: none"> • Emotional 	<ul style="list-style-type: none"> • Being unfriendly, excluding, tormenting
<ul style="list-style-type: none"> • Physical 	<ul style="list-style-type: none"> • Hitting, kicking, pushing, taking another’s belongings, any use of violence
<ul style="list-style-type: none"> • Prejudice-based and discriminatory • Includes racial, faith-based, gendered (sexist), gender questioning, homophobic/biphobic, transphobic, and disability-based 	<ul style="list-style-type: none"> • Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g. gender, race sexuality)
<ul style="list-style-type: none"> • Direct or indirect verbal 	<ul style="list-style-type: none"> • Name-calling, sarcasm, spreading, rumours, teasing
<ul style="list-style-type: none"> • Cyber-bullying 	<ul style="list-style-type: none"> • Bullying that takes place online such as through social networks, messaging, or gaming sites

At Storyybrook, we put in place measures to prevent all forms of bullying (including cyber-bullying, prejudice-based, and discriminatory bullying), which include:

- Awareness sessions through PSHE lessons and tutor time
- Safe spaces and key adults in which to report any issues of bullying
- A bullying checklist when any issues of bullying are raised
- Please see our Anti-Bullying Policy for further information.





10. Dangerous and Discriminatory Behaviours

Dangerous and discriminatory behaviours include:

- Harmful sexual behaviour, such as explicit sexual remarks, the display of sexual material, sexual gestures, jokes or taunting, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching or interfering with clothes
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Racist, sexist, homophobic, transphobic discrimination
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Theft or deliberate damage to property, equipment or the building
- Persistent inappropriate language e.g. swearing at staff members or fellow pupils

This policy should also be read in conjunction with our safeguarding and child protection policy.

In the case of dangerous and discriminatory behaviours taking place, a member of the Senior Leadership Team or Triage Team will carry out a Risk Assessment for Student Welfare.

In serious cases, these types of behaviours could result in suspension or a permanent exclusion. Due to the vulnerability of our students, we would work with partner agencies to avoid any permanent exclusion from our school. Please see our Suspensions and Exclusions Policy.

11. Child-on-Child Abuse

Storybrook is very clear that sexual violence and harassment are never acceptable, and will not be tolerated. All staff will be aware of the importance of challenging such behaviour if it occurs in front of





them or if students refer to such behaviour. We do not treat language and behaviour like this as “banter” - we know that it is serious and not an inevitable part of growing up.

Following any reports of child-on-child sexual violence or harassment, online or in real life, Storybrook staff will follow the procedures outlined in the Safeguarding and Child Protection Policy. Staff will treat this as a safeguarding matter, log it on CPOMS, and refer it to the DSL or Deputy DSL to advise on the response. Each incident will be considered on a case-by-case basis.

12. Support Systems, Including Transition

Storybrook believes that students who display challenging behaviour require support. We will use the following approaches:

- Transition and induction to ensure new students understand our rules, routines, and expectations, and the support that will be available to them.
- Teaching and learning about positive behaviour, as explained above.
- The delivery of an appropriate curriculum.
- Access to appropriate in-class support and strategies, and additional specialist interventions to support students in learning to manage their behaviour.
- Access to appropriate support during and after behaviour incidents, to manage during the crisis and to repair and restore relationships after the incident.
- Regular communication with parents, families, previous schools, outside agencies, and other professionals and services.
- Use of specialist assessors to identify emerging unmet learning or social and emotional needs.

13. Consequences

Storybrook does not use punitive sanctions or detentions, except when suspension is deemed necessary. We prioritise restorative and relational approaches, as these are evidence-informed and effective for supporting SEMH needs. Therefore, we use:

- Reminders of our expectations.
- Talking honestly and openly with students to help them understand the impact of their behaviour.





- Supporting students to make up for poor behaviour, for example, helping them to apologise to someone they have upset, or helping them tidy a mess they have made.
- Communicating with parents and carers so they can assist with the above points.
- Removal from lessons (see section below).
- Logical consequences (see below).
- Referral to other agencies, including, where appropriate, the police (see below).
- Suspension (see below).

All consequences are applied in line with the regulate-relate-repair-reflect approach.

Storybrook believes that actions have logical consequences, and that an effective behaviour strategy helps students understand and work through these. For example, we would never remove a particular lesson or enrichment activity as a sanction for poor behaviour. However, if a student has refused to follow instructions all morning, the Headteacher may decide they cannot safely be taken off the school site for a trip or activity that day.

Storybrook will often refer to other agencies to secure additional support for students. This could include agencies supporting drug and alcohol misuse, youth offending services, etc. Storybrook may also refer a student's behaviour to the police if other agencies (e.g., social workers) recommend it or if we believe it will ensure the student accesses the support they need and understands the seriousness of their behaviour. If we decide to refer to the police, we will also refer to Children's Services, if they are not already involved.

Storybrook does not use suspension as a punitive sanction. We use it when needed to keep students and staff safe or to give us time to plan for a change in provision that will meet students' needs more effectively. Please see our suspension and exclusion policy for more details.

If the pupil continues to show a difficulty meeting expected behaviours, we will proceed with an early annual review to assess suitability of placement. Pupils will





always be supported by a relationship partnership agreement, which states how the school have adapted practise and provision and what the pupil proposes to do to change their choices. This is developed in partnership with parents/carers.

14. Banned Items

The following items are not allowed on the school site:

- Mobile phones or electronic devices.
- Smoking paraphernalia.
- Energy drinks.
- Alcohol or illegal drugs, or drug-related paraphernalia.
- Weapons of any kind.
- Stolen items.
- Illegal images or recordings on electronic devices.
- Items deemed contraband by the Headteacher.
- If students arrive at school with these items, they can be handed in before entering the building. If they are handed in, they will be returned at the end of the day.

In line with the DfE guidance on searching and confiscation, where it is known or suspected that a student is in possession of any banned item, any staff in school may authorise a search of the student and/or their belongings with their consent. If a student does not consent, the Headteacher may authorise a search to be conducted without their consent. Please see Appendix 7 for further details around searching.

If a banned item is found in a search, the Headteacher has the discretion to retain that item for collection by an appropriate adult at the end of the day, week, or term, to dispose of it, or to pass it on to the police. The school does not accept any liability for items that are lost or damaged while on the school site.

Sanctions for possession of any of these banned items will be taken on a case-by-case basis. Please see our Suspensions and Exclusions policy.

15. Removal from Lessons

Storybrook does make use of removal from lessons as a method to support students in managing their behaviour and to ensure learning is not disrupted. De-escalation





rooms or alternative safe spaces may be used to support students in crisis. Removal from classrooms is a serious matter, as it will affect a student's learning. All Storyybrook staff will generally try to support the student to remain in class and focus on their learning. They will only be removed if:

- (a) their behaviour is unsafe and poses an immediate risk to the safety of others, or
- (b) attempts to support them to stay in class are not effective, and the education of other students is being unreasonably disrupted, or
- (c) the student's personal support plan specifies that they need to be allowed out of lessons to calm down or otherwise manage their behaviour.

We are not distinguishing between removal for "discipline" and removal for "support," as we believe these are not distinct but rather parts of a spectrum, and both may be present in any removal.

When using de-escalation rooms, students are always supervised. Storyybrook does not use seclusion, and students in crisis are always supported and monitored by members of staff. If a student asks to be left alone, staff may withdraw in line with that student's handling plan, as long as they can monitor the student's safety (e.g., through a window or viewing pane in a door).

In line with DfE guidance, students will be able to leave the de-escalation room or safe space when they want to. In circumstances where the risk to the student or to others would be increased by the student leaving the de-escalation room, staff will support the student inside the room until a safe exit can be ensured. Students will never be locked in a room but may be locked out of spaces used by other students. Students may be prevented from leaving a space for a period of time if necessary to keep them or others safe.

Students will be encouraged to return to lessons as soon as they are able to. If required, staff will support students with restorative conversations with staff or students to facilitate their return.





If students are removed from classrooms for prolonged periods, this will be done with an Alternative Provision Plan and only with the agreement of parents/carers, mainstream schools (where appropriate), and the Headteacher. Parents/carers will be contacted at the end of the day if their child is removed from any lessons. This will be logged on Behaviour Watch. Headteachers will ensure that removal data is collected, monitored, and analysed to explore whether particular children are being removed more often than others, and to ensure appropriate support is put in place.

16. Leaving the premises without permission

Leaving the premises without permission is a serious breach of School rules and has the potential to put the pupil in danger. If a pupil does leave the premises the procedure in the Missing Pupils policy will be followed, and next steps will be at the discretion of the Headteacher.

17. Alternative Provision Plans

Some students are supported well by our “ordinarily available provision” and can attend a range of classroom lessons as per their timetable. However, some students cannot manage this and need an “alternative provision plan.” This could include:

- A review of timetable to explore triggers and increase emotional/pro social behaviour interventions. (See Attendance Policy for further details).
- A timetable that uses individual work with staff rather than attending classroom lessons.
- In rare occasions we may use alternative provisions.

18. Restrictive Physical Interventions

Storybrook is committed to our responsibility to keep all pupils and staff safe from harm. Storybrook schools and services aim to manage behaviour using the approaches outlined in section 2 above.

However, we recognise that there may be occasions where the use of restrictive physical intervention (RPI) is reasonable, proportionate, and necessary to maintain safety or to prevent a criminal act. In line with DfE guidance on the use of reasonable force, all members of staff have a legal power to use reasonable force. Please refer to our reasonable force policy for further detail.





At Storyybrook, our use of reasonable force is governed by the following principles:

- Reasonable force is only used when necessary to maintain safety or prevent a criminal act.
- Where reasonable force is used, it is the least restrictive method available and for the shortest possible time.
- Force or physical intervention will never be used as a punishment.
- All students have an individual risk assessment undertaken, supporting staff to manage them and their behaviour and reduce or eliminate the need for restrictive physical intervention.
- All staff working in environments where reasonable force may be necessary are trained in the use of PRICE de-escalation and restraint training (a recognised provider).
- All incidents where students become emotionally dysregulated or display challenging behaviour, leading to the need for a restrictive physical intervention, are reported to the Headteacher, documented on Behaviour watch, and reported on CPOMS.
- Parents and carers are informed after any incident, before the student returns home.
- We keep records of all PRICE (physical intervention) incidents on CPOMS, and these are reviewed as part of our Safeguarding Audits.
- Headteachers regularly analyse trends in data on RPIs to further reduce the need for this approach.



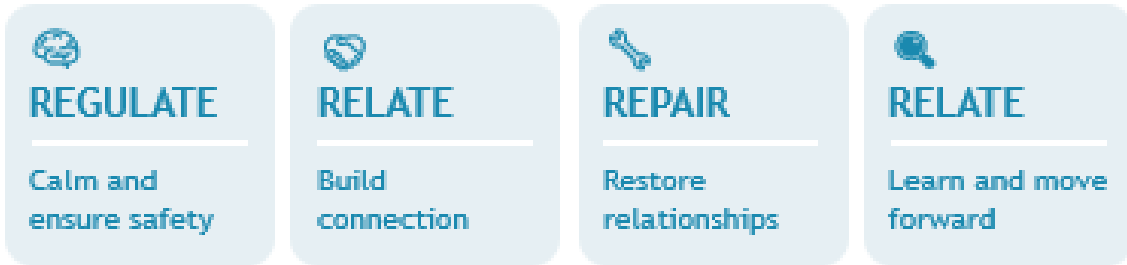


Appendix 1: Storybrook Behaviour Blueprint

storybrook



Storybrook Behaviour Blueprint: A trauma-informed, relational approach



Core Values: Belonging ♥ Respect ♥ Resilience ♥ Inclusion ♥ Integrity ♥ Love

3 School Rules: Ready ✂ Respectful ✂ Safe

Staff Approach

Calm, consistent, predictable

Connection before correction

Use PACE

Behaviour is communication

Praise positive behaviour

Behaviour Response

1

Reminder

2

Warning

3

Last Warning

4

Reflection + Restore

Restorative Questions

What happened?

How were you feeling?

Who was affected?

What next?

How do we repair?

Behaviour is communication. Relationships come first.





Appendix 2: Rules - Ready, Respectful and Safe

Step 1: The reminder

A reminder of the expectations for learners (referring to the 3 rules and 4 School Values) are delivered privately to the learner. The teacher makes them aware of their behaviour. The learner will be given take up time and has a choice to change their behaviour.

Step 2: The warning

A clear verbal warning, delivered in private to the learner, making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged (see expanded example in appendix 8).

30 second intervention for stepped reminder step 2

An example of a scripted 30 second intervention might look/sound like at this stage:

- a) Gentle approach, personal, non-threatening, side on, eye level or lower.
- b) State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c) Tell the learner what the consequences of their action is.
- d) Refer to a time when the pupils has demonstrated previous good behaviour/learning as a model for the desired behaviour.
- e) Thank the child for listening and walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

Step 3: Last Warning

- The learner is asked to speak to the teacher away from others.
- A reminder of boundaries is given.
- Learner is asked to reflect on their next step. Again, they are reminded of their previous positive conduct/attitude/learning.





- Learner is given a final opportunity to reengage with the learning / follow instructions.
- If the step above is unsuccessful, or if a learner refuses to take a 'time away' then the learner will be asked to take some reflection time (step 4).
- If appropriate, a member of the Senior Leadership Team will be called to support.

Step 4: Reflection time or Consequence

The child will be asked to take some time to think about their behaviour. 'Reflection time' will take place either in the classroom or in a different room. In general, three minutes should be enough time for the child to consider their actions and how they need to change their behaviour.

Consequence (to include a restorative conversation)

Reflection time should be followed by a restorative conversation (appendix 8) between the child and the teacher/teaching assistant who responded to the behaviour.

Once the behaviour has been discussed, children will be supported to reflect on their behaviour choice and be given an opportunity to repair the situation or relationship and make amends, for example they may be supported to make a sincere apology, replace something that has been broken or tidy a classroom that has been disrupted.

However, if a child needs time to reflect away from learning, the class teacher may decide that the child then needs to complete the missed learning time at morning or lunchtime break, or depending on the incident, afterschool time. It will be explained to the child that they are missing time from their break as they missed time from their learning due to their behaviour choices. We make sure that this is done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour. Consequences will not lead to unnecessary shaming or humiliation of the child.

After a child receives a consequence, it is important to repair and restore the staff-pupil relationship. Staff should praise their positive behaviour at the first opportunity to reduce the attention away from the inappropriate behaviour. Staff must reassure





the pupil that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh.





Appendix 3: Restorative Conversations

30 second intervention for stepped reminder step 2

An example of a scripted 30 second intervention might look/sound like at this stage:

- a) Gentle approach, personal, non-threatening, side on, eye level or lower.
- b) State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c) Tell the learner what the consequences of their action is.
- d) Refer to a time when the pupils has demonstrated previous good behaviour/learning as a model for the desired behaviour.
- e) Thank the child for listening and walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

Expanded example:

- a) Crouch down, gentle approach
- b) Chelsea, I've notice that you are interrupting me by calling out a lot and this is breaking the 'respectful' rule.
- c) Let's work at being respectful, or we will need to have a conversation at break time.
- d) "Do you remember yesterday/last week when you helped me tidy up/led the group/ gave me that excellent homework? Remember mum's face when she got the note I sent home? That is the Chelsea I know—that is the Chelsea I need to see today."
- e) Then use "Thank you for listening" as an excuse to move away and leave the child to their choice. Walk away. Don't turn back. Even if you have just perfectly performed the 30 second intervention, the child may need time to make a choice, time to get back to work, and time for other children to turn their attention away.

Restorative Processes/Conversation

A restorative process may include having a 'restorative conversation'. These conversations may happen during the school day, or during a break or lunchtime and staff will use restorative language and questions to allow children to understand the impact of their behaviour. For younger pupils visuals are used to support their communication skills.





A restorative conversation is structured around key questions as follows:

1) What happened?

This is an opportunity to model the empathy and respect we want the pupil to develop. At this stage, the objective is for the pupil to feel understood and heard.

- Listen (use facial gestures and body language, and small words eg. 'yes', 'okay', 'I see', 'um'... to demonstrate active listening)
- Ask questions if necessary
- Check if you understand properly (do you mean...?)
- If they use this as an opportunity to justify themselves, let them. The objective at this stage is for the pupil to feel heard and understood, not corrected.
- If what the pupil is saying isn't an accurate reflection of the truth ask inquisitive questions and check understanding: 'are you saying that this happened?'

2) How were you feeling? What were you needing?

Simply identifying and understanding the underlying feelings and needs that cause behaviour can often be enough to resolve it. Suggest feelings and needs if necessary

- Respond with empathetic body language and facial expressions.

3) What were you thinking?

The objective at this stage is to help the pupil express their perspective at the time of the incident. This is a great opportunity to for the listener to model empathy which de-escalates any existing conflict and lays the ground work for encouraging the pupil to empathise with others in the next question.

- Listen
- Ask questions
- Check understanding

4) Who else has been affected? What do you think might be feeling?

The objective at this stage is to help the pupil develop empathy and emotional intelligence towards others. How you modelled empathy when listening to the pupil in the previous stages will directly impact how well the pupil will be able to empathise with others now. If the pupil is struggling to understand the impact, if





appropriate, it might be useful to bring the affected pupil/teacher into the conversation to share how they felt in an honest conversation.

- Listen
- Use the needs and feelings booklet
- Ask questions
- Make suggestions if necessary

5) What have you learnt and what will you do differently next time?

This is an opportunity to work with the pupil to find strategies moving forward for them to meet their needs in a way that will also be respectful of other people needs. If there doesn't seem to be an easy solution, for example, they are bored in maths and they have rejected all ideas about how they could make it more fun for themselves, revert to empathy and sympathise with the challenge. The goal with Restorative Process is to get everyone one step closer to meeting their needs whilst improving communication, understanding and empathy for one another

- Listen
- Ask questions
- Check understanding
- Summarise

6) How can the damage be repaired?

This step is often missed with 'Punitive Sanctions' where a pupil might have to do a detention but won't necessarily repair the damage. Giving the responsibility to the pupil to correct their behaviour is arguably far more effective than a punishment for many reasons. The process of apologising to the class, replacing broken equipment, sanding down a defaced desk etc. deters them from doing it again without the need for punishment, it gives everyone involved a sense of resolution and anyone who was negatively impacted is left feeling heard rather than resented.





Appendix 4: Trauma-Informed Approach

Trauma informed approach to behaviour and relationships

Storybrook supports the belief that children and young people learn and thrive when they are healthy, feel safe and are engaged. Any child or young person who is anxious or unhappy at school or home for any reason is unlikely to thrive in their education. This is likely to have a detrimental effect on their mental health and well-being.

There is a growing body of research on the impact that childhood adversity (Adverse Childhood Experiences - ACEs) has on long-term mental and physical health.

To ensure every child develops positive mental health and resilience, our aim is to:

- support children to make sense of their experience(s)
- find ways to manage their emotions and feelings
- create an environment of safety, connection and compassion at all times
- build a school with strong, positive, supportive relationships
- ensure children maintain the capacity to learn, despite difficult events that may occur

At Storybrook we aim to encourage a positive and stimulating environment where children feel comfortable, valued and assured of success. We believe in providing every child with the opportunity to experience an inspirational education academically, emotionally and socially. We strongly believe that by identifying the barriers to learning, we can provide an inspiring and relevant curriculum that considers the whole child and provides the necessary support for pupils to achieve, develop and reach their true potential.

What is trauma?

Storybrook has embraced a wider definition of trauma to encompass any event that is experienced as frightening, painful or out of control, characterised by there being no one available to support or mitigate the impact of traumatic toxic stress. Day-to-day exposure to events such as divorce, loss of a loved one, illness within the family, impact of Covid-19, preparing for an exam or moving to a new house can be experienced as traumatic.

Both children and adults can be affected by toxic stress.





‘Trauma Informed Schools’ is an organisation committed to improving the health and wellbeing and ability to learn of the most vulnerable school children in the UK, namely those who have suffered trauma, abuse, neglect and/or have mental health problems or attachment issues. It aims to provide appropriate training for schools, communities and organisations so that they become trauma informed and mentally healthy places for all.

For more information, please visit the following link.

<https://www.traumainformedschools.co.uk/>





Appendix 5: PACE Approach

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

Playfulness involves spontaneity, openness and exploration; have fun and share enjoyment with the child. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the child is less likely to respond with anger or defensiveness.

Acceptance involves unconditional positive regard for the child. Accept the child's inner experience without judgement and make sense of why the child is behaving in a certain way. Acceptance does not mean accepting negative behaviours, but accepting the reasons behind behaviour. When necessary, criticise the behaviour, but not the child.

Curiosity involves wondering about the reasons behind the behaviours, rather than being angry. This shows the child that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open up discussions with the child.

Empathy involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the child's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

For more information about the PACE approach please refer to literature by Dan Hughes.





Appendix 6: Consequences

Level	Behaviour	Suggested Strategies/Responses	Range of Consequences
Level 1	<p>Low-level disruption</p> <ul style="list-style-type: none"> - fiddling (with non-approved items) - interrupting other pupils - interrupting teacher when talking to whole class - ignoring minor instructions, talking with other pupils - silly noises, eating in class - minor physical confrontations due to level of maturity etc 	<ul style="list-style-type: none"> - positive reinforcement of positive behaviour of other pupils and of the child (FABC) - clear expectations of what we are looking for - reference to school rules and values - closer supervision, eg, sitting or standing near the child - deployment of TA / other adults to encourage better interaction Where appropriate, diversion and distraction techniques using the PACE model to help child to regulate or use of the three R's. Regulate, Relate, Reason/Repair - use of humour positive prompting 	<ul style="list-style-type: none"> - change of seating - logical consequence and restorative conversation - reflection time - loss or reward/ free time - parents informed
Level 2	<p>Persistent Level 1 behaviour</p> <ul style="list-style-type: none"> - lack of response to adult instruction - not responding to teachers' requests to work - being more disruptive, and deliberately creating a disturbance - stopping others from working - cheeky, offhand comments - swearing 	<p>As above if appropriate Stepped Reminders.</p> <ul style="list-style-type: none"> - use of scripted interventions - use of distraction or diversion - or if appropriate to support regulation use the PACE model to help child to regulate or use of the three R's - Regulate, Relate, Reason/Repair - try the support of another adult/ change of face 	<p>As above and also:</p> <ul style="list-style-type: none"> -take up time to reflect on behaviour 'time away' -move to another space in the school (10-15 mins) for reflection with work/reflection sheet/planning - loss of break time/lunch time to complete restorative conversation and finish work due to lost learning time





	<ul style="list-style-type: none"> - use of inappropriate language - negative response to adult instructions - rudeness to others - distracting others by throwing small items. <p>(Severity of these behaviours may influence whether you treat as a Level 1, 2 or 3 behaviour)</p>	<ul style="list-style-type: none"> - movement breaks - sensory input 	<ul style="list-style-type: none"> - loss of reward time/Golden Time - informal / formal meeting with parents about changes in behaviour
Level 3	<p>Persistent Level 2 behaviour or isolated incident</p> <ul style="list-style-type: none"> - deliberately throwing objects (without intention of breaking them) - vandalism - leaving class without permission - repeated inappropriate behaviour - not responding to reminders and previous consequences in levels 1 and 2 - repeated challenge to authority and rudeness to adults, eg, walking away from adults - general refusal to do as asked 	<p>As above</p> <ul style="list-style-type: none"> - diversion and distraction techniques using the PACE model - use of the three R's. Regulate, Relate, Reason/Repair - First: We must help the child to regulate and calm their fight/flight/freeze responses. Second: We must relate and connect with the child through an attuned and sensitive relationship. Third: We can support the child to reflect, learn, remember, articulate and repair. - parents informed - individual behaviour support plan in place - ABC charts to analyse the function of the behaviour. 	<p>As above and also;</p> <ul style="list-style-type: none"> - Temporary removal to another place in the school (possibly SLTs office) - internal suspension - supervised by Leadership Team and restorative conversation and learning - parents contacted and invited to discuss behaviour and regulation - possible suspension from school events / activities / privileges etc (for serious incidents) - fixed term external suspension depending on severity (for serious incidents)



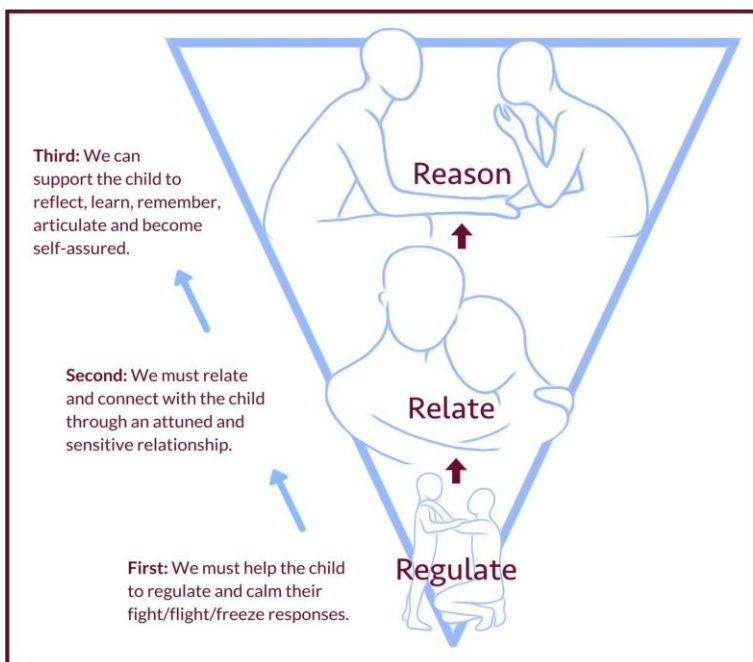


Appendix 7: 3 Rs - Regulate, relate, repair



The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.





Appendix 8: Confiscation, Searches, Screening

Searching, screening, and confiscation are conducted in line with the DfE's latest guidance.

- **Confiscation**

Any prohibited items found in a student's possession because of a search will be confiscated. These items will not be returned to the student. We will also confiscate any item harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

- **Searching a Student**

Searches will only be carried out by a member of staff authorised by the Headteacher, or by the Headteacher themselves. The Headteacher has authorised members of the Senior Leadership Team to conduct searches.

Subject to the exceptions below, the authorised member of staff conducting the search will be of the same sex as the student being searched. There will always be another member of staff present as a witness. The staff member conducting the search may not require the student to remove any clothing other than outer clothing (clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear). Outer clothing includes hats, shoes, boots, gloves, and scarves.

Searching students' possessions includes searching a student's goods over which they have or appear to have control. These include lockers and bags. A student's possessions will only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately, and it is not reasonably practicable to summon another member of staff.

- of initiating a person into a group and may also include an online element)

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up",





as this can lead to a culture of unacceptable behaviours and an unsafe environment for students.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under our school's Behaviour and Relationship policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students in the school at risk
- Is violent
- Involves students being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate behaviour

