

Relationship Policy

Fairmead School



Wellbeing Statement: At Fairmead School we take a holistic approach to the wellbeing of our young people and staff. All policies are written with this in mind and consider the physical and mental wellbeing of our young people, staff and our school community.

This reviewed Relationship Policy formally merges and incorporates the Department for Education guidance Restrictive interventions, including use of reasonable force, in schools (April 2026) into the existing Relationship Policy 2025. The intention is to ensure that all statutory and non-statutory expectations on restrictive interventions, reasonable force and seclusion are fully embedded, accessible, and operational within a single policy document.

This document replaces any standalone physical restraint / restrictive intervention policy and should be read as the school's definitive position.

Signed by: Mrs T Felstead

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Next review: February 2027

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Fairmead ethos and intent

At our school, we recognise that positive relationships with staff and peers are fundamental to all young people's development, wellbeing and ability to learn. Through trusting, respectful relationships, young people learn to feel safe, develop a sense of belonging, and gain a deeper understanding of themselves, others and the world around them. We acknowledge that not all behaviour is a matter of conscious choice and that, for some young people, behaviour reflects unmet needs, emotional regulation difficulties or developmental differences. As such, reliance on external controls or punitive measures alone is unlikely to bring about meaningful or sustained change.

A relationship based approach does not mean that boundaries, expectations or consequences are absent. Rather, it reflects a commitment to understanding behaviour within its context and responding with empathy, consistency and fairness. This approach prioritises prevention, early support and deescalation, with the aim of minimising the need for restrictive interventions wherever possible. Individual needs and capacity are always considered, we focus on supportive, proportionate and restorative practices. By promoting emotional safety and explicitly teaching social and emotional skills, including self-regulation, resilience and independence, relational, regulatory and restorative approaches support young people to develop internal control, resulting in more positive and appropriate behaviours over time.

1. Legislation, statutory requirements and guidance

This policy is informed by and complies with relevant legislation and statutory guidance, including:

Department for Education (DfE) guidance:

- [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)
- [Searching, Screening and Confiscation](#)
- [Use of reasonable force in schools - GOV.UK](#)
- [School suspensions and permanent exclusions - GOV.UK](#)
- [Keeping children safe in education 2025](#)
- [Supporting pupils with medical conditions at school - GOV.UK](#)
- [Use of reasonable force in schools - GOV.UK](#)
- [Mobile phones in schools - GOV.UK](#)

Legislation:

- [Education Act 2002](#)
- [Education and Inspections Act 2006](#)
- [Equality Act 2010](#)
- [Human Rights Act 1998](#)
- [Health and Safety at Work etc. Act 1974](#)
- [The Schools \(Recording and Reporting of Seclusion and Restraint\) \(No. 2\) \(England\) Regulations 2025](#)

This policy also has due regard to the Special Educational Needs and Disability (SEND) Code of Practice, ensuring that behaviour is understood and responded to in the context of individual needs and legal duties.

Definitions

We recognise that all behaviour is a form of communication and may indicate unmet need, emotional distress or difficulty with regulation. Behaviour will always be acknowledged and addressed in a way that is proportionate, relational and supportive.

Incidents

Incidents are behaviours that disrupt learning or relationships and may include:

- Deliberate disruption in lessons, corridors, or during break and lunchtimes, despite adaptive teaching strategies and support
- Inappropriate language or gestures directed towards staff or peers

Serious Incidents

Serious incidents are behaviours that pose a risk to safety, wellbeing or dignity and include:

- Repeated breaches of school rules (see appendix 6) despite targeted support and adaptive strategies
- Bullying, including racist, sexist, misogynistic, misandrist, homophobic or discriminatory behaviour
- A young person behaving in a sexually provocative way
- Sexual violence, including rape, assault by penetration or sexual assault (intentional sexual touching without consent)
- Sexual harassment, including:
 - Sexual comments, jokes or taunting
 - Physical behaviour such as interfering with clothing
 - Online sexual harassment, including unwanted sexual messages, sharing of nude or semi-nude images or explicit content
 - Allegations of sexual harassment between young people
- Vandalism or damage to property
- Theft
- Fighting or physical aggression
- Possession of prohibited items (detailed below)
 - Drug or substance abuse in school (young people or others) (Must also be recorded on MyConcern)
 - Smoking or use of vapes
 - Any incident involving a weapon or item perceived or intended as one (Must also be recorded on MyConcern)
- Serious damage to property (e.g. broken with intent, chairs/tables being thrown with force)
- Serious theft
- Deliberate injury to a young person or staff member (Also to be recorded on Bromcom under medical or IR1)

- Any incident involving a weapon or item perceived or intended as one (Must also be recorded on MyConcern)
- Behaviour serious enough for the Headteacher to request a parental meeting
- Any incident that substantially disrupts the smooth running of the school (see definition of persistent disruptive behaviour)
- Racial, sexist, homophobic, misogynistic or ableist abuse, bullying, language, or views
- Significant disruption to learning or the wellbeing of others

Prohibited Items

Prohibited items include:

- Knives or weapons,
- Alcohol or illegal drugs,
- Stolen items,
- Tobacco, cigarette papers or vapes,
- Fireworks,
- Pornographic images,
- Any item that could be used as a weapon,
- Any article that a staff member reasonably suspects has been, or may be, used to commit an offence, cause injury, or damage property.

Restrictive intervention

A restrictive intervention is any action that prevents, restricts or subdues a young person's movement, either physically or nonphysical. This includes:

- **Reasonable force** – physical contact used to prevent harm, applying no more force than necessary and for the shortest possible time
- **Restraint** – a non-disciplinary intervention that limits a young person's movement, using physical or nonphysical means
- **Seclusion** – a non-disciplinary safety intervention involving keeping a young person in a space away from others and preventing them from leaving.

Any use of restrictive interventions are reasonable, proportionate and necessary.

Seclusion is never used as a punishment

Nonengagement in learning, despite reasonable adjustments and adaptive teaching is not treated as an incident, however must still be recorded within the 'Engagement in learning' spreadsheet.

Roles and responsibilities

The Governing Board

The governing board is responsible for:

- Reviewing this behaviour policy in conjunction with the Headteacher

- Monitoring the effectiveness of the policy
- Holding the Headteacher to account for its implementation
- Regularly review and challenge data on incidents, restrictive interventions and exclusions. ([Use of reasonable force and other restrictive interventions guidance](#) Pg17)

The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this policy in conjunction with the governing board
- Ensuring the school environment encourages positive behaviour and relationships
- Ensuring staff deal effectively with inappropriate behaviour
- Monitoring the consistent implementation of the policy for all groups of young people
- Ensuring all staff understand behaviour expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's culture, rules and routines
- Ensuring appropriate training is available, including behaviour management and the impact of SEND and mental health needs on behaviour
- Ensuring this policy operates alongside the safeguarding policy, providing both support and appropriate consequences
- Reviewing behaviour data regularly to ensure no groups of young people are disproportionately impacted

Teachers and staff

All staff are responsible for:

- Building positive relationships with all young people at Fairmead School
- Creating a calm, safe and supportive environment
- Establishing and maintaining clear boundaries and expectations
- Implementing the behaviour policy consistently
- Communicating expectations, routines, school values (see appendix 7) and standards through teaching and daily interactions
- Modelling expected behaviour and positive relationships
- Providing personalised, proactive strategies to meet individual behaviour needs
- Reflecting on how their own practice contributes to school culture
- Recording behaviour incidents promptly (see appendix 1)
- Supporting young people with transitions throughout the day and outside of school,
- Supporting and encouraging young people through appropriate intrinsic and extrinsic rewards

The Senior Leadership (SLT) Pastoral and Safeguarding Teams will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Familiarise themselves with the behaviour policy and reinforce it at home where appropriate
- Support their young person in meeting behaviour expectations and School Values (see appendix 7), both inside and outside of school
- Inform the school of any changes in circumstances that may affect behaviour
- Discuss concerns promptly with the class teacher or appropriate staff member
- Participate in pastoral processes following incidents, including reviews and reintegration meetings
- Raise concerns about behaviour management directly with the school, working in partnership to resolve issues
- Take part in the life and culture of the school

The school will work collaboratively with parents and carers, keeping them informed and involved in supporting positive behaviour.

Young People

This policy will be adapted so it's easier for all young people to understand, and they'll know it as the School Rules. Each phase in the school will have its own version. Young people will learn about the School Rules and School Values (see appendix 7) during tutor time assemblies and RSHE lessons.

Young people will be supported to understand and follow behaviour expectations, such as:

- Their responsibility to follow the behaviour policy (School Rules)
- The school's key rules and routines
- Be helped to follow their individual strategies to engagement
- The positive and negative consequences of their actions
- The support available to help them be the best they can be

Young people will be assisted through personalised provision where appropriate and encouraged to give feedback on their experience of the school's behaviour culture to support evaluation and ongoing improvement.

Responding to behaviour

All young people who attend Fairmead School enter an environment in which they are welcomed, valued and respected. Staff work collaboratively to establish, develop and maintain positive, trusting relationships with all young people. The caring, calm and secure environment, alongside high levels of mutual respect and trust between staff and young people, has a significant positive impact on wellbeing, behaviour and learning.

Fairmead School adopts a calm, consistent and relational approach to behaviour, informed by Dan Hughes' PACE principles (*Playful, Accepting, Curious and Empathic*). This approach promotes emotional safety, confidence and self esteem, and models appropriate and acceptable ways of expressing emotions.

Young people are encouraged to demonstrate positive behaviour through a range of strategies, including a positive behaviour response system which may include extrinsic rewards. These approaches are underpinned

by praise, approval, attention and encouragement, supporting the development of intrinsic motivation, self-regulation and engagement in learning. Wherever possible, behaviour is addressed proactively, with positive behaviour recognised and reinforced, and appropriate support provided to respond to behaviours of concern. This ethos promotes acceptable and appropriate behaviour within a caring, supportive and stimulating learning environment.

Where appropriate and reasonable, adjustments may be made to routines, expectations or curriculum delivery to ensure all young people are supported to meet behavioural expectations.

Principles underpinning our response to behaviour

Our approach to responding to behaviour is rooted in relationship based, trauma informed and inclusive practice, and is guided by the following principles, in line with Fairmead School values (see appendix 7):

- Recognising that being fair does not mean everyone receiving the same (equality), but that everyone receives what they need to succeed (equity).
- Recognising all behaviour as communication, often reflecting unmet need, difficulty coping, or established patterns of behaviour influenced by lived experience, adverse childhood experiences (ACEs), trauma or attachment styles. This understanding supports effective and meaningful solutions that promote development.
- Maintaining regular and proactive communication between school and home, ensuring shared understanding and consistent support.
- Differentiating expectations and responses, with staff acting as stress regulators in moments of difficulty. When young people are calm, consequences are applied in a way that is meaningful and supports reflection and learning.
- Identifying key adults who work closely with individual young people to provide consistency, trust and relational safety.
- Recognising that small actions make a big difference, ensuring all young people feel seen, valued and that their voice is heard.
- Providing structured support for transitions, both small and significant, throughout the school day.
- Evaluating the effectiveness of this policy through young person voice, including questionnaires and feedback, to inform continuous improvement.

Expectations of young people

Young people are expected to:

- Behave in an orderly and self-controlled manner
- Show respect to staff and peers
- Act in ways that enable all young people to learn
- Move calmly and safely around the school
- Treat the school environment and property with respect
- Wear the correct school uniform
- Take responsibility for their actions
- Understand the impact of their behaviour on others

- Refrain from behaviour that brings the school into disrepute, including behaviour outside school or online

Consistency in practice

Consistency is essential in supporting positive behaviour and creating emotional safety for all young people. At Fairmead School, consistency does not mean rigidity; it means predictable, fair and relational responses that young people can trust.

This is achieved through:

- **Consistent language and responses**
Staff refer to school rules and values, using simple, clear expectations reflected in all conversations about behaviour. Expectations are co-constructed agreements between staff and young people.
- **Consistent follow up**
Consistency is ensured at both classroom and senior leadership level. Staff take ownership of behaviour interventions, seeking support when needed but never delegating responsibility or passing issues on in the first instance.
- **Consistent positive reinforcement**
Routine procedures are in place for reinforcing, encouraging and celebrating appropriate behaviour. Staff are mindful of the use of both conditional and unconditional feedback.
- **Consistent consequences**
Consequences are defined, agreed and applied consistently, proportionately and in line with the *Responding to Behaviour* procedures.
- **Consistent rules, routines and environments**
Expectations are supported through visual cues, symbols and reminders. Classrooms and shared spaces are calm, inclusive and clutter free, with essential information clearly displayed and accessible.
- **Consistent modelling by adults**
Adults model respectful behaviour, emotional literacy and self-regulation at all times, including when faced with challenging behaviour.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour.

All staff will:

- Create and maintain a stimulating environment that promotes engagement,
- Display the Fairmead School Rules,
- Develop positive relationships with young people, including:
 - Greeting young people and ensuring they feel seen,
 - Establishing and maintaining clear routines,
 - Communicating expectations verbally and nonverbally,
 - Highlighting and reinforcing positive behaviour,
 - Ending the day positively and starting each day afresh,

- Use a range of strategies to manage low level disruption,
- Use positive reinforcement consistently.

Safeguarding

The school recognises that changes in behaviour may indicate that a young person is in need of help or protection.

Staff will consider whether behaviour may be linked to a young person suffering, or being at risk of suffering, significant harm. Where appropriate, the school will follow safeguarding procedures and consider pastoral support, early help intervention, or referral to Children's Social Care or PFSA support.

Further guidance can be found in the Safeguarding and Child Protection Policy (available on the school website).

Responding to positive behaviour

When a young person meets or exceeds expected behaviour standards, this will be recognised and celebrated.

Positive behaviour may be rewarded through:

- Verbal praise and intrinsic rewards
- Extrinsic rewards such as EPraise points
- Communication with parents and carers
- Certificates, assemblies and celebration events
- Positions of responsibility and leadership opportunities

Recognition focuses on effort, engagement and resilience, not solely outcomes.

Responding to incidents

When behaviour falls below expected standards, staff will respond to restore safety, calm and learning, and to prevent recurrence. When determining an appropriate response or consequence, staff will take into account the personal circumstances of the young person. This may include individual needs, developmental stage, SEND, mental health, trauma history, recent life events and any other relevant contextual factors. Decisions will be made on a case-by-case basis to ensure responses are fair, proportionate and meaningful, while also maintaining consistency and confidence in the school's behaviour system.

Responses will be:

- Consistent, fair and proportionate,
- Focused on de-escalation and regulation,
- Informed by individual circumstances and needs.

Possible responses include:

- Verbal and/or visual reminders of expectations,
- Time to reflect with an adult,

- Time in during break or lunchtime,
- Completion of work where appropriate,
- Loss of privileges (which may be earned back),
- Senior staff support,
- Communication with parents/carers,
- Behaviour contracts,
- Temporary change of learning location,
- Fixed term suspension,
- Permanent exclusion (in exceptional circumstances only).

Graduated response to behaviour (Practical steps)

Staff will respond calmly and consistently, separating the behaviour from the young person.

1. **Initial Interaction** - Quiet reminder of expectations and success criteria.
2. **Reminder** - Clear reference to school rules and values, offering an opportunity to make a positive choice.
3. **Warning** - Discreet warning outlining consequences and reinforcing belief in the young person's ability to succeed.
4. **Discussion** - Reset boundaries away from peers; reflection supported using a 'ladder of consequences'. A short, timed opportunity to self-regulate may be provided.
5. **Restore** - A restorative conversation takes place at an appropriate time to repair relationships and support learning from the incident.

Whole-school responsibilities

All staff will:

- Acknowledge all young people
- Refer to Fairmead School values: **Adaptable, Appreciative, Aspirational, Considerate, Honest, Resilient.** (see appendix 7)
- Model positive behaviour and emotional regulation
- Plan and deliver engaging, inclusive learning
- Use prevention before sanctions
- Follow up behaviour every time and retain ownership
- Never ignore behaviour that falls below expectations (unless part of a planned strategy)

Building a positive culture

We support positive behaviour by:

- Knowing young people as individuals
- Using restorative approaches to repair relationships

- Understanding the impact of trauma and ACEs
- Applying attachment informed and pivotal practice
- Promoting self esteem through positive feedback
- Encouraging leadership roles that model school values (see appendix 7)
- Delivering assemblies focused on wellbeing, rights and community
- Providing enriched break and lunchtime activities

Statement of collective responsibility

The whole school community shares responsibility for creating a safe, respectful and compassionate environment where young people, staff and parents feel valued and supported.

Reasonable force

Fairmead School uses the Team Teach positive behaviour management approach.

The use of reasonable force and restrictive physical intervention is a highly sensitive matter. The guidance below sets out the school's approach and the relevant legal framework. It is strongly emphasised that restrictive physical intervention is used only as a last resort, when all other strategies outlined within this policy have been pursued or are not possible due to the immediacy of risk. Staff who are trained to Team Teach Level 2 and authorised by the Headteacher may use restrictive physical intervention.

Restrictive interventions

In line with DfE guidance, restrictive interventions:

- Are used only to maintain safety and never as a punishment,
- Are a last resort, where all deescalation attempts and strategies have failed or are not possible,
- Must be necessary, reasonable and proportionate to the level of risk,
- Must use the least restrictive approach for the shortest possible time,
- Must preserve the dignity, rights and welfare of the young person,
- Must be recorded and reported to parents in writing.

Preventing restrictive intervention

The school actively works to reduce and prevent the need for restrictive interventions through:

- Relationship based practice
- Trauma informed approaches
- Deescalation and regulation strategies
- Environmental adjustments
- Individual behaviour support planning

Use of reasonable force

Reasonable force covers a range of interventions involving physical contact with young people. All members of staff have a legal power to use reasonable force, where necessary, to prevent a young person from:

- Damaging property that does not belong to them,
- Committing a criminal offence, whether or not the young person has reached the age of criminal responsibility,
- Engaging in behaviour that has a serious impact on the school community, whether in the classroom or elsewhere,
- Causing injury or damage through unsafe behaviour, rough play or misuse of dangerous materials or objects,
- Absconding from school premises where there is a foreseeable risk of harm to the young person or others, or where it may encourage more vulnerable young people to abscond.

Who may use reasonable force

All school staff have a legal power to use reasonable force where necessary to prevent a young person from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing serious disorder

All incidents involving restrictive intervention are recorded, reviewed and monitored in line with statutory guidance and school procedures.

Unacceptable use of force

In line with DfE guidance, the following uses of force are never permitted:

- Force used as a punishment or to gain compliance
- Any restraint that restricts breathing or circulation
- Pressure to the neck, chest or abdomen
- Ground restraints, except where unavoidable to manage an immediate and serious risk to safety

When considering the use of reasonable force, staff must carefully assess the risks and vulnerabilities of the young person, including SEND, mental health needs, medical conditions or other individual factors, and ensure that any intervention used is the least restrictive option available.

Staff presence and regulation

Having too many members of staff visible during a restrictive intervention can increase distress and prolong a crisis response. Staff who are not directly involved or supporting the intervention must remove themselves from the area.

A "change of face" is a strong deescalation tactic. This involves another adult taking over to support regulation and reduce escalation when a situation is becoming emotionally charged. Where possible a trusted adult to the young person will support them. Staff will use an agreed Team Teach script to support effective professional communication.

Following restrictive physical intervention

Following any incident involving restrictive physical intervention, the following actions must take place:

- The class teacher and/or SLT must be informed of the incident and intervention before the young person returns to their class or group,
- Wherever possible, the incident should be witnessed by at least one other member of staff,
- Full details of the incident must be recorded in the bound book and on the Bromcom system within 24 hours ([Use of reasonable force and other restrictive interventions guidance Pg15](#)),
- Any injuries sustained by young people or staff must be recorded using an IR1 form,
- Parents/carers must be informed as soon as possible, and no later than the end of the school day, verbally and in writing ([Use of reasonable force and other restrictive interventions guidance Pg15](#)),
- Parents/carers must be offered the opportunity to discuss the incident with the Headteacher,
- Staff involved in the intervention must debrief with a member of SLT as soon as practicable,
- The incident must be reviewed and evaluated, including consideration of the young person's Positive Handling Plan (PHP) (see appendix 3), Behaviour Support Plan and Risk Assessment (see appendix 2), to inform future practice and reduce the likelihood of recurrence.

Post-incident support and review

Being involved in a Restrictive Physical Intervention (RPI) can be physically and emotionally challenging for both young people and staff. Fairmead School is committed to ensuring appropriate support and reflection following any such incident.

Following any restrictive intervention:

- The emotional wellbeing of the young person is prioritised,
- Staff involved are offered support, reflection and debriefing (see appendix 4),
- A restorative conversation takes place when the young person is calm and ready,
- Behaviour support plans, including Positive Handling Plans (PHPs) (see appendix 3), are reviewed and updated as necessary.

Where possible, staff involved should be offered a short period away from duties to support self-regulation and reflection. Staff teams are encouraged to reflect collectively on incidents, identifying triggers, evaluating responses and considering whether alternative approaches may reduce future risk.

Staff who feel affected by an RPI incident are encouraged to discuss their concerns with a member of SLT. Staff may also access supervision at Fairmead School to support wellbeing and professional reflection.

Team Teach techniques are designed to avoid injury to young people. However, it is recognised that minor injuries such as bruising or scratches may occasionally occur unintentionally. Where this happens, it is not automatically indicative of poor practice, but rather an infrequent and regrettable consequence of ensuring immediate safety.

All such incidents must be recorded, monitored and reviewed in line with school procedures.

Seclusion

Seclusion is a short term, non-disciplinary safety measure used only in a safe, supervised space. It must end as soon as risk reduces, and any use of seclusion must be recorded in writing on the same day and must include:

- Names of the staff and young people involved,
- Date, time, location and duration of the seclusion,
- Identified triggers and de-escalation strategies attempted,
- The nature and degree of the intervention,
- Details of any injuries or medical concerns,
- Post-incident support provided to the young person.

Parents and carers must be informed as soon as practicable and no later than the same day, unless doing so would place the young person at risk of significant harm.

Bullying

Bullying is defined as repetitive, intentional behaviour that causes harm to one person or group by another, where there is an imbalance of power. The power imbalance may relate to physical strength, social status, cognitive ability, access to information, or perceived difference.

Bullying is therefore behaviour that is:

- Deliberately hurtful,
- Repeated over time,
- Difficult for the young person experiencing it to defend themselves against.

Types of bullying

Bullying can take many forms, including:

Emotional

- Excluding, ignoring, intimidating, humiliating or deliberately isolating others.

Physical

- Hitting, kicking, pushing, spitting, damaging belongings or any use of violence.

Verbal

- Name-calling, mocking, threatening language or offensive comments (spoken or signed).

Indirect

- Spreading rumours, deliberately excluding others, damaging reputation, hiding or stealing belongings.

Cyberbullying

- Bullying that takes place online or via digital technology, including messaging apps, gaming platforms, social media or email.

Prejudice-based and discriminatory bullying

This includes bullying related to protected or perceived characteristics, such as:

- Race, ethnicity or culture,
- Religion or belief,
- Disability or special educational needs,

- Gender or sex (including misogyny or misandry),
- Sexual orientation (homophobic or biphobia bullying),
- Gender identity (transphobic bullying),
- Appearance, health conditions, family circumstances or caring responsibilities.

The school recognises its duties under the Equality Act 2010 and will take action where bullying involves discrimination or harassment related to protected characteristics.

Fairmead School is committed to providing a safe, inclusive and supportive learning environment where all young people are treated with dignity and respect. Bullying of any kind is unacceptable and will not be tolerated.

We recognise that, as a SEND provision, behaviour must be understood in context. While some behaviours may be linked to unmet need, trauma, communication difficulties or lived experience, the impact on the young person experiencing bullying is always taken seriously.

The school is committed to:

- Preventing bullying wherever possible,
- Responding promptly and effectively to all concerns,
- Supporting both the young person who has experienced bullying and the young person responsible for the behaviour,
- Promoting empathy, accountability and positive change.

Bullying outside school and online

The school may respond to bullying incidents that occur outside the school premises or online, where:

- The young person is identifiable as a member of Fairmead School,
- The behaviour impacts the safety or wellbeing of young people,
- The behaviour disrupts the orderly running of the school,
- The school's reputation is affected.

This includes incidents on school transport, in the community, or online (including social media, gaming platforms and messaging apps).

Where behaviour may be criminal or presents a serious risk, the school will consider referral to the police or other relevant agencies.

Signs a young person may be experiencing bullying

Staff will be alert to possible indicators, including:

- Changes in attendance or reluctance to attend school,
- Withdrawal, anxiety, low mood or reduced confidence,
- Changes in behaviour, including aggression or emotional outbursts,
- Damage to clothing or belongings, or unexplained injuries,
- Changes in sleep, appetite or engagement with learning,
- Avoidance of online activity or distress after using devices.

These indicators may also reflect other difficulties, but bullying will always be considered and investigated.

Reporting and recording bullying

Bullying can be reported by:

- Young people (to a trusted adult or via agreed school systems),
- Parents/carers,
- Staff or volunteers.

All actual or suspected bullying incidents must be:

- Taken seriously,
- Reported to the Class Teacher first and then the Pastoral Team,
- Recorded on Bromcom,
- Reported to the pastoral team
- Escalated to the Headteacher and DSL where appropriate.

Parents/carers will be informed in serious cases or where ongoing concerns are identified.

Responding to bullying

The aims of the school's response are to:

- Stop the bullying behaviour,
- Safeguard the young person who has experienced harm,
- Support learning, reflection and behaviour change,
- Prevent recurrence.

Responses will be proportionate, consistent and trauma-informed, and may include:

- Restorative conversations,
- Increased supervision or support,
- Behaviour interventions or mentoring,
- Education around relationships, respect and empathy,
- Sanctions where appropriate, alongside support.

Both the young person who has experienced bullying and the young person responsible will be supported. Sanctions will never be applied without consideration of individual needs, SEND, understanding and capacity.

Prevention and whole-school approach

Fairmead School actively works to prevent bullying through:

- Strong leadership and a clear anti-bullying ethos,
- Relationship-based and trauma-informed practice,
- Curriculum learning (RSHE, life skills, digital safety),
- Assemblies and themed events (e.g. Anti-Bullying Week),
- Gaining the voice of the young people through School Council and Pupil Leaders.

Where bullying raises a safeguarding concern, procedures in the Safeguarding and Child Protection Policy will be followed. This may include recording concerns on safeguarding systems and referral to Children's Social Care or other agencies where appropriate.

Mobile phones and mobile devices

Fairmead School operates as a mobile-phone-free environment during the school day, unless an agreed exception applies.

Young people may bring mobile phones or personal mobile devices onto the school site; however:

- Mobile phones and smart devices must not be used or accessed during the school day, including during lessons, transitions, breaktimes and lunchtimes, and must be switched off and stored securely in a bag or handed to a teacher for safekeeping,
- This expectation applies to all devices with messaging, recording or internet functionality, including smart watches,
- Reasonable adjustments and exceptions may be agreed for medical needs, SEND or other exceptional circumstances, in line with the [Equality Act 2010](#), and will be risk-assessed and documented,
- Fairmead School accepts no liability for loss, damage or theft of personal mobile devices brought onto the school site.

Where a young person does not adhere to these expectations, the school may apply appropriate and proportionate consequences, including confiscation and the withdrawal of the privilege to bring a mobile phone or device into school, in line with this policy and DfE guidance [Mobile phones in schools - GOV.UK](#).

Confiscation, searches and screening

Searching, screening and confiscation are carried out in line with the Department for Education's latest guidance on Searching, Screening and Confiscation.

Confiscation

Any prohibited items (listed in Section 3) found in a young person's possession will be confiscated and not returned.

The school may also confiscate any item that is harmful or detrimental to school discipline. Such items may be returned following discussion with senior leaders and parents/carers, where appropriate.

Searching a young person

Searches will only be carried out by a member of staff authorised by the Headteacher, or by the Headteacher themselves.

Where possible:

- The authorised member of staff will be of the same gender as the young person,
- Another member of staff will be present as a witness.

An authorised member of staff of a different gender may carry out a search without a witness only where:

- There is a risk of serious harm if the search is not conducted urgently, and,
- It is not reasonably practicable to arrange a same gender member of staff or a witness within the available time.

If a search is considered necessary but not urgent, advice will be sought from the Headteacher or the Designated Safeguarding Lead (DSL) (or deputy), who may hold additional contextual information. During this time, the young person will be supervised and kept away from others.

A search may be conducted where there are reasonable grounds for suspicion that a young person is in possession of a prohibited item.

Searches will:

- Take place in an appropriate, private location, away from other young people where possible,
- Be conducted only on school premises or where staff have lawful control or charge of the young person (e.g. school trips).

Before conducting a search, the authorised member of staff will:

- Assess the urgency and level of risk,
- Consider any safeguarding implications,
- Explain to the young person why the search is taking place,
- Explain what the search will involve,
- Explain where and how it will be conducted,
- Give the young person an opportunity to ask questions,
- Seek the young person's cooperation,

Scope of Searches

An authorised member of staff may search:

- Outer clothing, pockets, desks or lockers,
- Possessions, including bags and lockers.

Outer clothing includes items not worn next to the skin, such as coats, jumpers, hats, scarves, gloves, shoes and boots.

A young person's possessions may be searched with their consent. Where consent is not given, staff may still search for prohibited items.

Where there is an immediate risk of harm, or it is not reasonably practicable to summon another member of staff, a search may be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member conducting the search must inform the DSL without delay:

- Where there were reasonable grounds to suspect possession of a prohibited item,
- Where a search reveals a safeguarding concern.

All searches for prohibited items, including those where no item is found, will be recorded on MyConcern, the school's safeguarding system.

Informing parents and carers

Parents/carers will always be informed of any search for prohibited items. They will be informed as soon as reasonably practicable and told:

- What happened,
- What was found (if anything),
- What was confiscated (if anything),
- What action the school has taken.

A record of the incident and communication will be logged on the Bromcom system.

Support following a search

Following any search, staff will consider whether the young person may be suffering, or is likely to suffer, harm and whether additional support is required, regardless of the outcome of the search.

Where appropriate, staff will follow the Safeguarding and Child Protection Policy and consult the DSL or safeguarding team, who will consider whether early help or referral to Children's Social Care is required.

Strip searches

The powers to search outlined in this policy do not permit school staff to conduct strip searches (defined as the removal of more than outer clothing). Strip searches on school premises may only be carried out by police officers and must be conducted in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before contacting the police, staff will:

- Carefully assess and balance the risk to the young person's mental and physical wellbeing against the risk of not recovering the suspected item,
- Consider whether police involvement, and the potential for a strip search, is absolutely necessary,
- Ensure that all other appropriate and less intrusive options have been exhausted.

Once the police are on school premises, the decision to conduct a strip search rests solely with them. However, the school retains a duty of care and will advocate for the safety, dignity and wellbeing of the young person at all times.

Communication and record-keeping

Where reasonably possible, and unless there is an immediate risk of serious harm, staff will:

- Inform the young person's parents/carers that the police intend to carry out a strip search before it takes place,
- Ask parents/carers whether they wish to attend school to act as the appropriate adult.

If parents/carers cannot be contacted or are unable to attend, a member of school staff may act as the appropriate adult, in line with guidance.

Parents/carers will always be informed after a strip search has taken place.

The school will maintain written records of all strip searches conducted on school premises and will monitor these records for patterns or trends.

Who will be present

For any strip search involving the exposure of intimate body parts:

- At least two adults must be present in addition to the young person, except in urgent cases where there is a risk of serious harm,

- One of these must be the appropriate adult, unless:
 - The young person explicitly states, in the presence of the appropriate adult, that they do not wish them to be present, and
 - The appropriate adult agrees.

Where this occurs, the decision must be recorded in writing and signed by the appropriate adult.

No more than two people, other than the young person and appropriate adult, will be present except in the most exceptional circumstances.

The role of the appropriate adult

The appropriate adult must:

- Act to safeguard the rights, welfare and entitlements of the young person,
- Not be a police officer or associated with the police,
- Not be the Headteacher,
- Be of the same gender as the young person, unless the young person specifically requests otherwise.

Except where the young person explicitly requests an appropriate adult of a different gender, no one of a different gender will be present, and the search will not take place in a location where the young person could be seen by others.

Care after a strip search

Following any strip search, the young person will be given appropriate emotional and pastoral support, regardless of whether any item is found. The young person will also be given the opportunity to express their views about the search and the events surrounding it.

As with all searches, staff will consider whether the young person may be suffering, or is likely to suffer, harm and whether additional safeguarding support is required. Staff will follow the school's safeguarding procedures and consult the Designated Safeguarding Lead (DSL).

The DSL / DDSL and/or wider Safeguarding Team will consider whether early help, additional support or referral to Children's Social Care is appropriate.

Where a young person has been strip searched more than once, or where particular groups of young people appear more likely to be subject to strip searching, the school will give particular consideration to preventative and protective measures to reduce risk and improve support.

Off-site incidents

Behaviour consequences may be applied where an incident occurs offsite and the young person is:

- Taking part in a school organised or school related activity (e.g. educational visits),
- Travelling to or from school using school arranged transport,
- Wearing school uniform,
- Otherwise, identifiable as a young person of Fairmead School.

Consequences may also be applied for offsite incidents, regardless of the above conditions, where the behaviour:

- Could have repercussions for the orderly running of the school,
- Poses a risk or threat to another young person,
- Could adversely affect the reputation of the school,

Any consequences will be issued on school premises or in situations where the young person is under the lawful control of a member of staff, such as on a school organised visit.

Individual risk assessments (see appendix 2) relating to offsite activities will be reviewed regularly and following any offsite incident. Where necessary, risk assessments will be updated to reflect new information, identified risks or changes in a young person's needs, to ensure appropriate preventative measures and support are in place. A young person's Risk Assessment may prevent them from attending off-site trips, where this is the case the team around the young person will identify a way to work towards the young person going off-site.

Online incidents

The school may apply behaviour consequences for online behaviour where the incident:

- Causes harm to, or poses a threat to, another young person,
- Has the potential to disrupt the orderly running of the school,
- Adversely affects the reputation of the school,
- Involves a young person who is identifiable as a member of Fairmead School.

As with offsite incidents, any consequences will be issued on school premises or where the young person is under the lawful control of a member of staff.

Suspected criminal behaviour

Where a young person is suspected of criminal behaviour, the school will make an initial assessment to determine whether the matter should be reported to the police.

When establishing the facts, the school will take reasonable steps to preserve any relevant evidence so that it may be handed over to the police if required.

If a decision is made to report the incident, the Headteacher or a delegated member of the Senior Leadership Team will make the referral to the police.

The school will not interfere with any police investigation or action. However, the school may continue to follow its own behaviour and safeguarding procedures and apply appropriate consequences, provided these do not conflict with police processes.

Where a report is made to the police, the Designated Safeguarding Lead (DSL) will consider whether a parallel referral to Children's Social Care is required and will make such a referral where appropriate.

Malicious allegations

Where a young person makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider the appropriate course of action in line with this policy and relevant statutory guidance.

Where a young person makes an allegation of sexual violence or sexual harassment against another young person and that allegation is shown to have been deliberately invented or malicious, the school will similarly consider the appropriate response in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school will consider, in collaboration with the Local Authority Designated Officer (LADO) where relevant, whether the young person who made the allegation may be in need of support, or whether the allegation may have been a cry for help. Where appropriate, a referral to Children's Social Care or other support services may be made.

The school will also give careful consideration to the physical, emotional and professional welfare of all staff and young people involved, ensuring that appropriate support is offered.

Further information on responding to allegations of abuse against staff or other young people can be found in the Safeguarding and Child Protection Policy, available on the school website www.fairmeadschool.com

Fixed-term and permanent exclusions

The school may use suspension (fixed-term exclusion) or permanent exclusion in response to serious incidents or persistent disruptive behaviour that has not improved despite the use of appropriate in-school consequences, support and interventions.

The decision to suspend or permanently exclude a young person will be made by the Headteacher and will be used only as a last resort, when it is necessary to protect the safety, welfare and education of the young person or others, or to maintain good order and discipline within the school.

Any decision to suspend or exclude will take account of the individual circumstances of the young person, including SEND, safeguarding considerations and previous support provided, and will be carried out in line with statutory guidance.

Further information can be found in the school's Suspension and Permanent Exclusions Policy, available on the school website: www.fairmeadschool.com

Training and CPD

All staff receive appropriate training and ongoing professional development to ensure they are confident and competent in responding to behaviour in line with this policy.

As part of the induction process, and through regular CPD, staff are provided with training which includes:

- Team Teach Behaviour Support Training (Level 1 or Level 2), focusing on de-escalation, regulation and safe practice, undertaken at the earliest appropriate opportunity,
- The development and use of Social Stories to support understanding and behaviour,
- Understanding the needs of the young people at Fairmead School, with particular emphasis on autism,
- Recording and reporting duties in line with statutory guidance,
- Access to supervision and reflective support to discuss the emotional impact of responding to behaviour.

This training is reviewed regularly, offered annually and forms part of the school's ongoing commitment to continuous professional development.

Monitoring arrangements - monitoring and evaluating school behaviour

The school maintains robust systems for the monitoring and evaluation of behaviour culture and practice.

The school will collect and monitor data relating to:

- Behavioural incidents, including restrictive physical interventions and use of alternative spaces,
- Attendance, suspensions and permanent exclusions,
- Use of off-site or alternative provision, including managed moves,
- Incidents of searching, screening and confiscation,
- Anonymous surveys capturing the views of young people, staff, governors and other stakeholders on the school's behaviour culture.

Behaviour data is analysed at least half-termly by the Headteacher and Pastoral Team, regularly and objectively review behaviour trends to support prevention and improvement.

Analysis considers patterns and trends from multiple perspectives, including:

- Whole-school level,
- Emotional developmental stage,
- Age group,
- Individual staff level,
- Time of day, week or term,
- Protected characteristics, to meet equality duties.

In line with the Equality Act 2010 and DfE guidance, the school uses this analysis to identify any disproportionate impact on groups of young people. Where patterns or disparities are identified, the school will review practice, provision and policy to address concerns and reduce inequality.

Monitoring this policy

This Relationships Policy is reviewed in accordance with DfE expectations of governance oversight.

- The policy is reviewed at least annually by the Headteacher and the Board of Governors, or more frequently where monitoring indicates this is necessary,
- Reviews take account of behaviour data analysis, safeguarding concerns and stakeholder feedback,
- The policy is formally approved by the Board of Governors at each review.

Links with other policies

This Relationships Policy should be read in conjunction with the following school policies:

- Attendance Policy,
- Equality Policy,
- Health and Safety Policy,
- Mobile phone Policy,
- Off-site visits and activities Policy.

- Safeguarding and Child Protection Policy,
- Search and Confiscation Policy,
- SEND Policy,
- Suspension and Permanent Exclusion Policy,

These policies work together to ensure a consistent, lawful and safeguarding-focused approach to behaviour, wellbeing and safety at Fairmead School.

Appendix 1 – Recording

Serious Incident Recording Criteria (Bromcom)

When recording an incident, always include:

- Date and time
- Full details and leadup to the event
- Behaviours observed
- Consequences of the incident
- Witnesses (initials only; young people = first name only if they are the subject)

Incidents That MUST Be Recorded on Bromcom

Safeguarding related incidents

- A young person behaving in a sexually provocative way
- Allegations of sexual harassment between young people

Serious behaviour or safety concerns

- Serious damage to property (e.g. broken with intent, chairs/tables being thrown with force)
- Serious theft
- Deliberate injury to a young person or staff member (Also to be recorded on Bromcom under medical or IR1)
- Any incident involving a weapon or item perceived or intended as one (Must also be recorded on MyConcern)
- Drug or substance abuse in school (young people or others) (Must also be recorded on MyConcern)
- Behaviour serious enough for the Headteacher to request a parental meeting
- Any incident that substantially disrupts the smooth running of the school (see definition of persistent disruptive behaviour)
- Racial, sexist, homophobic, misogynistic or ableist abuse, bullying, language, or views
- Significant disruption to learning or the wellbeing of others

Incidents (*Not* to log as serious incidents)

- Nonengagement in lessons
 - This must be recorded separately, not as an incident.
 - Young people leaving lessons using their strategies.
 - Young people using inappropriate language and perceived disrespectful behaviour that is age appropriate to boundary pushing and risky behaviour. Only to be logged after conversation with Pastoral.

Monitoring Behaviours

- Behaviours of concern should only be logged as incidents if they become significant or pose safety risks.

Appendix 2 – Risk Assessment



Risk assessment form (H&S)

Name of assessor		Date		Group	
What is the workplace / activity / equipment / conditions (delete as appropriate) being assessed:		How was the assessment done? e.g. desktop exercise, site visit, in consultation with employees, managers, safety representatives?		Next review date:	
				Is the assessment 'generic' or specific to the situation?	
				Generic	

Who could be harmed, and now?	What is already being done to control the risks?	*Risk Rating Severity x Likelihood			What further action is recommended to reduce risks further?	Action by whom?	Date action due	Date action done	Residual Risk Rating Severity x Likelihood		
		S	L	S x L					S	L	S x L

Who could be harmed, and how?	What is already being done to control the risks?	*Risk Rating Severity x Likelihood			What further action is recommended to reduce risks further?	Action by whom?	Date action due	Date action done	Residual Risk Rating Severity x Likelihood		
		S	L	S x L					S	L	S x L

Please now pass this assessment to your manager for approval

Name of assessor's manager:		Date:		Manager's comments
Signature:				

Risk Matrix				Consequence (Impact/Severity of Injury)					
Risk Rating				1.	2.	3.	4.	5.	
Very High (VH) 16-25	High (H) 10-12	Medium (M) 5-9	Low (L) 1-4	Insignificant	Minor	Moderate	Major	Catastrophic	
Likelihood Descriptor			Consequence Descriptor						
Very likely. Event is expected to occur in most circumstances: More than 95% chance of occurring.			5.	Almost Certain	• Near Miss. • No treatment required.	• First-Aid treatment (e.g. minor cuts, bruises, bumps)	• Medical treatment • Lost time of >3 working days.	• Serious injury/ medical treatment. • Hospitalisation. • Lost time (RIDDOR)	• Loss of life. • Permanent disability
There is a strong possibility the event will occur. Between 65% - 95% chance of occurring.			4.	Likely	M-5	H-10	VH-15	VH-20	VH-25
The event has occurred before or could again. Between 35% - 65% chance of occurring.			3.	Possible	L-4	M-8	H-12	VH-16	VH-20
The event is not expected to occur but could under specific circumstances. Between 5% - 35% chance of occurring.			2.	Unlikely	L-3	M-6	M-9	H-12	VH-15
The event has not occurred before, but it may occur in exceptional circumstances. < 5% chance of occurring.			1.	Rare	L-2	L-4	M-6	M-8	H-10
			1.	Rare	L-1	L-2	L-3	L-4	M-5



Appendix 3 - Positive Handling Plan

<p>Name: Date of birth: Class:</p>	<p>Primary need: Pref communication method: Key adults: Risk level:</p>	<p>Review date: Review notes: <input type="checkbox"/> Concerns <input type="checkbox"/> New strategies <input type="checkbox"/> Changes to interventions</p>
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Warning signs/behaviours:

- Making noises
- Inappropriate language
- Shouting

Crisis behaviour:

- Head banging
- Shouting
- Damaging property
- Hurting others

Early behavioural / trigger signs

- Hand over ears
- Pacing/stimming
- Repeatedly asking questions
- Refusing to speak

Recovery:

- Hiding
- Rocking / tapping
- Guilt apologising
- Crying
- Withdrawal
- Negative self-talk

Additional information to be aware of – Medical conditions:

Medication:
 Allergies:

- Mobility:
- Sensory sensitivities:
- Known calming strategies:

Early strategies	Escalation strategies:	Physical risk strategies	Recovery strategies
<ul style="list-style-type: none"> • Praise/validation • Humour/playfulness • Now/next and timer • Change of face • Distraction 	<ul style="list-style-type: none"> • Remove stimulation or sources of frustration • Cooling off period • Negotiation • Verbal advice/curiosity 	<ul style="list-style-type: none"> • Reassurance/empathy • Planned ignoring • Clear simple language • Redirection • Directed 	<ul style="list-style-type: none"> • Reassurance/empathy • Supportive

Other personalised strategies:

- Any known successful distractions e.g. jobs around the school/class
- Type of humour

Preferred Handling Strategies to be used:

..... handling should be avoided be used.

Friendly hold		Shield		Single elbow	
Double elbow		Caring c's		Seclusion	

Debrief following incident (for the young person) incident narrative to be attached: Yes/No

Debrief following a physical intervention (for staff team) minutes to be attached: Yes/No

Parent/Guardian

Date

Headteacher

Date

Appendix 4 – Positive handling debrief form

<u>Fairmead School</u>		<u>Debrief meeting with staff</u>	
<u>Student/s initials</u>			
<u>Date / time of meeting</u>			
<u>Personnel present</u>			
<u>Context of meeting</u>			
<u>Discussion notes</u>			
<u>(Incl. how could we better manage situation in the future?)</u>			
<u>Actions agreed</u>		<u>Completion date</u>	<u>Completed by</u>
<u>Date of follow up meeting if appropriate</u>			
<u>Copy of this completed form to be sent Headteachers PA.</u>			



Appendix 5 - Yellow & Red Card Behaviour System

Purpose

A simple, consistent system that gives young people clear warnings, supports positive behaviour, and uses restorative follow-up.

Yellow Card (Warning) Only one yellow card can be given.

Given for behaviours such as low-level level disruption, refusal to follow instructions, or unsafe (but not dangerous) actions.

- Staff explain what must change.
- Young person resets and continues learning.
- Card stays active for **5 school days**, then expires.

Red card (Serious or escalated behaviour)

Issued when a yellow card is ignored or a serious behaviour occurs (aggression, bullying, property damage, major disruption).

Results in **internal isolation** in the main building.

Who can issue cards

Class teachers can issue following consultation with the tutor / pastoral team and/or SLT to ensure consistency.

Consequences

Red card after a recent yellow card (within 5 school days):

1st red → **1 day** isolation

2nd red → **2 days** isolation

Further incidents → review with pastoral/safeguarding; personalised plan; possible extended, external and/or alternative provision.

Process (Yellow card)

1. Give verbal warnings.
2. Hold a calm yellow card conversation (what happened, why it's not OK, what needs to change, available support).
3. Log the card; contact home if required.

Process (Red card)

1. Respond to any safety concerns.
2. Young person removed away from the classroom.
3. Check recent yellow card history.
4. Staff agree decision; card logged.
5. Young person completes isolation next session/day.
6. Parents informed.
7. Reintegration paperwork to be completed before return to class.

Monitoring

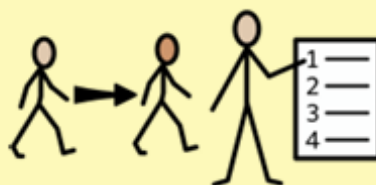
Weekly tracking, half termly/ termly reviews, patterns analysed, and support plan put in place if concerns repeat.

Appendix 6 – School Rules

School Rules



Good listening



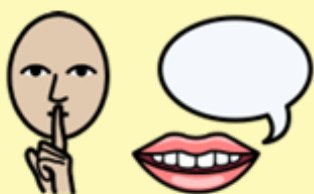
Follow instructions



Hands down



Feet on floor



Quiet voices



Kind words



Sitting on chairs



Walking inside

Appendix 7 – School Values

Fairmead School Values



Adaptable



I can try new things.

Appreciative



I can use please and thank you.

Aspirational



I try my best.

Considerate



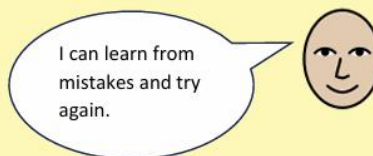
I am kind to everyone.

Honest



I tell the truth.

Resilient



I can learn from mistakes and try again.