Relationships and Behaviour Policy			
Date	Review Date	Owner	Nominated Governor
October 2025	October 2027	Jane Maclennan	Daniel Childerhouse

Rationale

At Future Education, we are committed to providing a safe and secure learning environment for students who have had difficult life and school experiences, all have social, emotional and mental health needs. Many of our students have experienced trauma and loss, rejection and exclusion. Therefore, our flexible approach to behaviour support puts the power of caring, positive, predictable relationships between staff and students at its core.

We believe that in order to develop positive approaches and self-management skills, the emphasis should be on relationships and making the right choices, personal responsibility and an understanding of the needs of others as well as the immediate and long-term consequences and benefits for the individual in terms of security, fulfilment, progress and achievement.

We will endeavour to provide the support structures necessary for students to develop academically, socially and emotionally in order to reach their full potential. Our school staff use a consistent, calm attachment-based approach where relationships are central. All staff act as secondary care givers and recognise that students communicate their needs via their behaviour. Every adult in our school is encouraged to look beyond behaviour and to be curious about students' needs. We recognise that students need support to keep emotionally regulated and cope in everyday social situations and in more challenging interactions.

Many of our students exhibit a range of challenging behaviours and experience emotional insecurities, including self-esteem issues, vulnerability, anxiety and lack of confidence. They may have a history of bullying or being bullied and may have had particular difficulties in coping with transitional phases, including their transfer to Future Education.

In our setting, all students are offered compassion and co-operative learning with a caring, supportive adult. No student is ever intentionally shamed, and all students are regarded with respect as adults believe in their innate goodness and desire to learn and make progress.

This policy is written in conjunction with the Future Education Trauma Informed Policy

All staff understand that:

- Basic physiological and emotional needs must be met before a student feels safe enough to relax and learn.
- All staff need to consistently demonstrate that they care and can be trusted.
- All staff need to be well regulated as raised voices, angry faces and body language create fear and stress.
- Strategies and skills to manage behaviour take time and effort to learn – small successes need to be celebrated.

Expectations for Learning

We endeavour to support our students to:

- Be kind and respectful to everyone.
- Make the most of every learning opportunity
- Look after the school building and the property in it.
- Behave in a safe way towards ourselves and others.
- Be on time to lessons.
- Keep mobile phones away in lessons, they should be switched off/ put on silent
- Move around the school calmly and quietly

We work with our parents and carers to create a community where they are able to:

- Recognise that children are best supported through strong staff and parent relationships
- Attend meetings for your child that are required.
- Support your child to attend.
- Be prepared to be contactable by the school if the behaviour of your child is a danger to themselves or other students, and to let us know the name and contact details of another responsible adult we can contact if you are not available.
- Be honest and open with us about your child's needs, so that we are able to support them and you as best we can.

Therapeutic Approach

We pride ourselves on using a range of different therapeutic approaches to help and support students. We want students to develop self-awareness and to identify triggers and tools to manage the way they behave. Students have the opportunities to engage with the following:

Trauma Informed Approach

Staff use trauma informed strategies to support the management of student behaviour.

Staff work alongside the students using key relational skills to support emotional regulation and inspire learning.

Staff are trained to use PACE (playfulness, acceptance, curiosity and empathy) to

Students are taught about the neuroscience behind their behaviour and emotions (flipping the lid)

Staff use affect attunement (being alongside the child in co-regulation support the students school experience)

Students have emotionally available adults - EAA Students

have safe spaces to go.

The R and R space to allow students time to relate, regulate and reflect Students

have bespoke timetables to support their individual needs.

Students are offered music and arts interventions.

1:1 provision for those students whose previous school experiences have led to total disengagement, violence and anti-social behaviour

Restorative & reflection – Students take part in a restorative discussion where they will have the opportunity to reflect and repair relationships. Structured, individual conversation takes place between all parties involved in

the issue/conflict. Feelings are explored and outcomes are discussed. Following this the two parties are brought together supported by staff to restore the situation.

Therapeutic support – Specialised therapy is offered to students to help them develop an understanding of their past and present experiences and to provide vital skills to assist in the management of key behaviours and the impact on their education.

Strategies to encourage and support positive behaviour

Future Education encourages positive behaviour by:

Modelling - setting and maintaining high standards of behaviour and leading by example.

Providing clear expectations and guidance - students are supported to make good choices.

Provide a supportive and listening environment – we want everyone to find it easy to ask for help and clarification.

Using a school reward system - to reward and reinforce positive behaviour, acknowledge achievements and celebrate success.

Creating an ambitious and engaging curriculum - to encourage students to achieve their full potential by building on their strengths and interests through a diverse, and where needed, individualised curriculum.

Engaging students in creative, structured and flexible learning opportunities – motivating students through engaging and creative activities.

Being reflective - allowing students' time to consider their actions.

Being restorative - where an issue occurs students and staff are encouraged to move forward positively.

Recognising behaviours before they escalate and intervene early - effective understanding and implementation of support plans by staff.

Using a range of strategies to defuse situations – to divert, distract, offer third-party intervention.

Using a range of inclusive teaching strategies – to ensure individual needs are met so students can engage in their learning and remove barriers that might heighten behaviours.

Creating a positive learning environment – to create an atmosphere where students can make mistakes, misunderstand and request repetition or alternative explanation without fear or anxiety of reprimand or humiliation.

Dealing with situations of conflict calmly, consistently – to manage the situation and ensure students are in a position to reengage back into their learning as quickly as possible.

Monitoring and evaluating behaviour and ensuring follow-up action is taken - staff to complete a behaviour report on CPOMs and where appropriate, and Restrictive Physical Intervention form (RPI).

Involving students and parents/carers in behaviour management – to empower students and families to contribute positive strategies to support behaviour.

Consequences

The successful management of consequences is central to the schools' ethos of providing an environment within which students and staff can develop good relationships, show care, respect and consideration for each other within school and the community.

Rewards

Rewards are issued to students who show positive behaviour and progress in their learning. Criteria to receive these rewards will be personalised and fair so every student can have the opportunity to gain rewards based on their starting points. Rewards will include but are not limited to the following: Merits
Trips and vouchers
Celebration in weekly assembly
Positive phone calls
Positive postcards home
Golden platter – form groups receive continental breakfast
Form group achiever's meal
Golden tickets (for acts of kindness and care)

Consequential Outcomes.

- Although actions do have consequences, students are not always acting out of choice, they are sometimes engaging in survival behaviours that are mediated by unconscious processes. Therefore, caution should be used with the word 'choice'.

- A 'Connection before Correction' approach is used, so the priority is always on repairing the relationship and establishing emotional safety. Using any sanction is effective only if students are clear about why it has been given and that it is given after they have a chance to reflect on their behaviour when they are in a calm state.

- Outcomes should only be applied when the student is regulated and able to reflect upon their behaviour.

- Staff avoid any actions which lead to shaming or humiliation of a student.

- The developmental age and specific needs of the student will be considered when deciding appropriate outcomes, as will the student's physical and emotional state at the time. A 'one size fits all' approach is not appropriate and this should be kept in mind when deciding upon an appropriate natural outcome, as outlined below.

- A restorative conversation takes place as soon as possible, focusing first on the student's own feelings (physical and emotional) and how the other student/person may have felt

- Natural outcomes include making up time for lost learning and reflection time, where the lens is upon the student's own bodily and emotional state and reparation time, where the person that has been affected by the student's action is the focus, and actions are taken to repair the relationship. Students are never forced to say sorry.

- If the context is repeatedly problematic, e.g. assembly, the student works with an adult to ensure subsequent participation can be successful, e.g. having reduced time / supervision / or not taking part in the activity. As above, the student is given alternative activity, supported by adult. This is a protective strategy rather than a punitive one, and this should be clearly communicated to the student.

Response to dysregulated/ unsafe behaviour

- Removal from class (reflection room)
- Removal of student's items, where they may cause danger to themselves or others (parents are informed)
- Reflection time in the R and R zone where educational consequence work is completed by the student.
- Reparation – students required to repair damage to the school building or property.
- Adults who listen are fundamental to supporting students who are dysregulated. Emotional availability is crucial to students who need to calm and need to talk, unpick what has happened
- Interventions are put in place to help students regulate e.g. going out in nature, music or art sessions.
- Suspension – this is a last resort when all other responses have failed or the actions of the student is deemed serious enough by the SLT.

Serious or Ongoing Incidents

Senior Leaders may decide to issue notification of a fixed term suspension in response to a serious or ongoing incident or, as a very last resort to protect the safety and progress of all students. Future Education recognises that it works with challenging and vulnerable students and will do everything in its power to avoid imposing fixed term suspensions. Records will be maintained by the school.

Reporting behaviour incidents.

Future Education uses CPOMS an online management information system to record behaviour incidents. Staff report behaviour under a range of categories including bullying. All reports are viewed by Behaviour staff and an action is required for each. Staff training

At Future Education staff are trained in and apply the trauma informed approach to managing student behaviour. This approach informs all behaviour management practice and staff are trained on a regular basis. To enhance this staff are also trained in the Norfolk County Council approved package STEPS.

Behaviour and safeguarding.

Future Education is dedicated to safeguarding the students and staff at the school. Changes in behaviour can often be a clear indicator that there are safeguarding concerns. All staff follow the guidance of 'Keeping Children Safe in Education' and Future Education safeguarding policy, they observe behaviour, offer a listening ear, and report concerns to the DSL.

Drugs and Alcohol

A student under the influence of drugs or alcohol is not ready for learning and is not considered safe for learning. Under no circumstances should any student attend school under the influence of drugs or alcohol. Anyone suspected of this will be expected to be collected by a parent or carer to return home. No student should be in possession of drugs or alcohol onsite. Anyone suspected will be required to empty their bags and pockets and the police may be contacted.

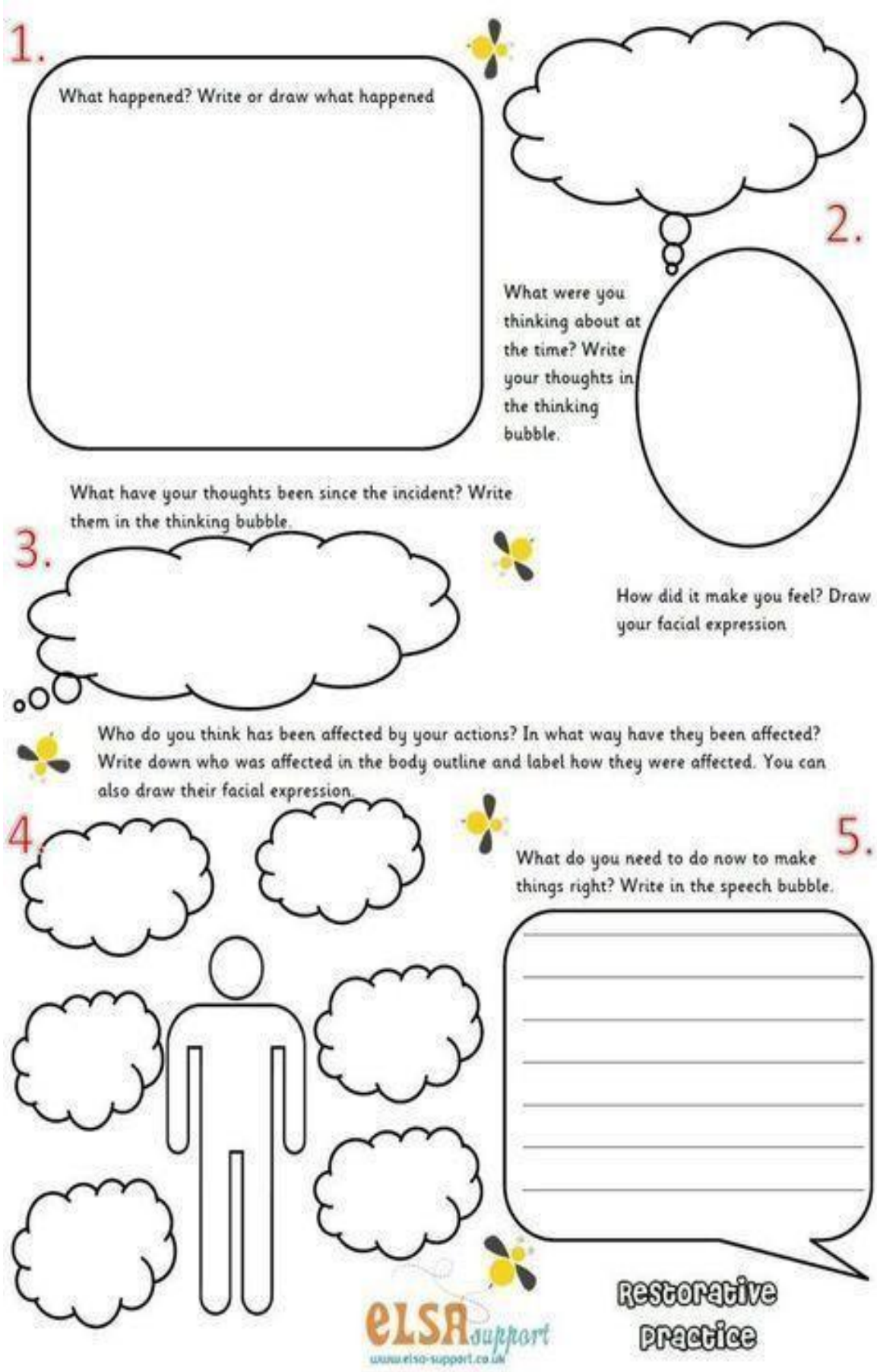
Linked Policies

- Curriculum
- Equality
- Safeguarding
- Attendance

Headteacher:	Debbie Edwards	Date:	October 2025
Chair of Governing Body:	Daniel Childerhouse	Date:	October 2025

Appendix 1

Restorative Proforma



Appendix 2

RPI paperwork

Restrictive Physical Intervention Form

Name of student	
Name of Staff	
Date	
Year group	
Location of RPI	
Staff Witnesses	
Student witnesses	

Restrictive Physical intervention? **Yes/No** (circle)		Give details of predicted harm prevented by RPI (e.g. punching, scratching, cutting)
Justification for RPI if used (tick)		
To prevent harm to self		
To prevent harm to other young people		
To prevent harm to adults		
To prevent serious damage to property		
Other(specify)		

RPI techniques including sequence of techniques, time and staff involved.

Start	Finish	Type of restraint	Shape (standing or seated)	Staff

Duration

Duration of restraint (minutes)		Duration of Incident (minutes)

Allegation of harm from a pupil during RPI towards. . . . . .Name staff /NO

Hold witnessed by (name)		Any visible marks	
Alternative member of staff checked hold is correct		Child confirms they are unhurt after RPI and NFA agreed with parents / carers	

Outcome of incident – LT actions to prevent reoccurrence

Review/revise individual risk management plan		Fixed term exclusion	
Restorative meeting with young person		Educational consequence	
Call meeting with parents		Other(specify)	

Other actions

Action	Name	Date/ Time

Name of LT notified		
Injury? If so complete injury form		
Staff wellbeing verified by		
Student wellbeing verified by		
Parent/ Carer informed (by and how)		
Summary		
Response and view of young person		
LT Summary of Incident		

LT signature. . . . . Date. . . . . .

Additional Comments/ Minutes of Meetings