



LIME HILLS ACADEMY

Behaviour and Relationships Policy

Reviewed September 2026

Next review date September 2027

DRAFT

This policy has been developed with reference to:

- Behaviour in Schools (DfE)
- Suspension and Permanent Exclusion Guidance (DfE)
- Searching, Screening and Confiscation Guidance (DfE)
- Keeping Children Safe in Education
- Equality Act 2010
- SEND Code of Practice

Ethos

At Lime Hills Academy, strong/positive relationships sit at the heart of our school community. Our practice is grounded in our core values:

- Belonging- We strive to create a school community where every child feels seen, safe, and included.
- Kindness- We model compassion, emotional availability, patience, and care.
- Resilience- We support children to regulate, reflect, and grow from challenges.
- Trust- We build consistent and reliable relationships that allow children to feel secure.

We recognise that feeling safe is the foundation for all learning.

Pupils must feel welcomed, safe, and that they belong before meaningful learning can take place.

Aims of this policy

The aim of this policy is to ensure that all adults adopt a consistent and reflective approach when supporting pupils to recognise, understand, and regulate their own behaviours. We are committed to ensuring that every pupil can safely and successfully access learning through strong, trusting relationships and psychologically safe systems, delivered by trained staff teams.

This Relationships Policy sets out Lime Hills Academy's approach to developing, maintaining, and repairing positive relationships to promote engagement, wellbeing, and positive behaviours.

It establishes clear and consistent expectations that ensure all members of our school community feel safe, respected, valued, and able to engage meaningfully with learning. It ensures that pupils are supported to develop the skills they need to become confident, respectful, and contributing members of their communities.

This policy is grounded in relational and inclusive practice for all pupils and recognises that some children may have experienced trauma or adversity which can impact on development, regulation, and behaviour.

This policy applies equally to the Nailsea (Lower School) and Weston (Middle and Upper school) Sites.

Policy Outcomes

We aim to:

- Deliver a behaviour approach that is relational, restorative and inclusive, ensuring that all pupils are supported in line with their individual needs.
- Ensure consistent relational practice across the school, so that pupils experience predictability, safety, and trust in all interactions with adults.
- Maintain clear expectations, boundaries, safety, and structure to support positive behaviour for learning.
- Ensure all staff understand that all behaviour is communication, and respond to pupils with curiosity, attunement (the ability to notice, understand, and deeply respond to the emotional and physical state of another person), and empathy, rather than judgement.
- Enable pupils to develop self-regulation and prosocial skills, supporting long-term emotional wellbeing and positive learning outcomes.
- Provide staff with a shared and consistent approach to responding to all behaviours.
- Promote strong, collaborative partnerships with families and external professionals, recognising that positive behaviour support is most effective when approached together.

Approach to Behaviour Support

At Lime Hills Academy, our approach to behaviour support is consistent, relational, and individualised. We recognise that behaviour is a form of communication and that past experiences, including trauma and adversity, can impact how pupils manage emotions, relationships, and learning.

We prioritise strong relationships, emotional safety, and connection, creating an environment where pupils feel understood, valued, and able to belong. Guided by Team Teach, PACE, and nurture principles, staff respond with curiosity, empathy, and clear boundaries, helping pupils develop self-regulation, resilience, and responsibility.

We seek to understand the reasons behind behaviour and respond in ways that preserve dignity, strengthen relationships, and support re-engagement with learning. Positive effort, progress, and relational repair are recognised and encouraged, while restorative approaches help pupils understand the impact of their actions, repair harm, and move forward positively.

Our focus is on building trust, emotional regulation, and long-term positive outcomes through safe, supportive relationships rather than relying solely on rewards and consequences.

Accountability, Boundaries and Protective Action

At Lime Hills Academy, we recognise that behaviour is influenced by a child's experiences, developmental needs, relationships, emotional state and current circumstances. We seek to understand the reasons behind behaviour

and respond with empathy, curiosity and support. However, understanding behaviour does not mean excusing behaviour.

We believe that children thrive when strong relationships are combined with clear, consistent and predictable boundaries. Every member of our school community has the right to feel safe, respected and able to learn.

Whilst behaviour may communicate need, pupils are supported to develop increasing responsibility for their actions and an understanding of the impact their behaviour has on others. When behaviour causes harm, creates risk, or significantly affects the wellbeing, safety or learning of others, protective actions may be required.

Protective actions are not intended to punish. Their purpose is to restore safety, reduce risk, maintain clear boundaries, protect the rights of others and support learning. As levels of risk increase, the level of adult intervention, supervision and restriction may also need to increase.

Through this approach, pupils are supported to experience accountability within relationships, develop empathy, repair harm and build the skills needed to make safer choices in the future.

Language Used in This Policy

This policy adopts language that is trauma-informed, relational, and respectful. We recognise that behaviour is often a form of communication and may reflect stress, distress, unmet need, or a survival response rather than deliberate non-compliance. The language used throughout this policy is intended to promote understanding, reduce stigma, and support effective intervention whilst maintaining clear expectations for behaviour, learning, and safety.

Traditional Framework Term	SEMH /Trauma Aware	Policy Definition
Misbehaviour / Disruption	Behaviour communicating distress, dysregulated behaviour, or behaviour of concern	A state where a student is pushed outside their window of tolerance and cannot fully access their thinking brain. The behaviour communicates stress, distress, or an unmet need.
Sanction / Punishment	Protective or educational consequence	An action designed to restore physical or emotional safety, repair relationships, and explicitly teach a missing emotional, social, or behavioural skill.
Confrontational / Defiant	Fight response, protective behaviour, or survival response	An adaptive survival strategy used by a student who perceives a threat to their safety, autonomy, belonging, or wellbeing.

Refusal to Work / Lazy	Freeze response, flight response, or stress behaviour	A physiological shutdown, avoidance, or disengagement response caused by anxiety, shame, emotional distress, cognitive overload, or fear of failure.
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Staff may also use the terms **distressed behaviour**, **emotionally driven behaviour**, **adaptive behaviour**, **communicating unmet need**, and **survival response** when discussing behaviours that arise from emotional dysregulation, stress, trauma, or unmet needs. These terms recognise that behaviour often serves a purpose for the child and should be understood, supported, and taught through rather than viewed solely as a disciplinary issue.

Key Principles and Approaches Underpinning Our Practice

We place strong emphasis on:

Relational Practice

We place relationships at the heart of everything we do, prioritising the development of positive, trusting connections with pupils. By seeking to understand each child's experiences, perspectives, and individual needs, we create the conditions for growth and success. Relational practice is not simply a strategy; it is the consistent experience of adults responding in predictable, supportive ways. This reliability helps pupils feel safe, secure, and better able to regulate their emotions and behaviour.

PACE and WINE Language

We use PACE (Playfulness, Acceptance, Curiosity, and Empathy) and WINE (Wonder, Imagine, Notice, and Empathy) approaches to guide our interactions. These frameworks help us communicate with warmth, understanding, and genuine curiosity, strengthening relationships and promoting emotional wellbeing.

Restorative Approach

We adopt a restorative approach that focuses on rebuilding relationships before addressing behaviour. Through reflective dialogue, accountability, and collaborative problem-solving, we work with pupils to repair harm and restore trust, using language such as, *"How can we fix this together?"*

Protect, Relate, Regulate, Reflect and Repair

Our approach is rooted in the principles of **Protect, Relate, Regulate, Reflect and Repair (PRRRR)**. These guide every interaction, helping us create a safe, nurturing environment where pupils feel understood, valued and supported to succeed.

We recognise that behaviour communicates need. Staff act as emotionally available, attuned and responsive adults, building trusting relationships, supporting regulation, encouraging reflection and helping pupils repair relationships when difficulties arise.

- **Protect** – Prioritising emotional and physical safety through predictable, structured and purposeful environments.
- **Relate** – Building strong, trusting relationships through connection and emotional availability.
- **Regulate** – Supporting pupils to co-regulate and develop self-regulation skills.
- **Reflect** – Helping pupils understand their behaviour and the needs that may drive it.
- **Repair** – Restoring relationships, repairing harm and promoting positive change.

This educative and restorative approach enables pupils to feel safe, develop resilience and learn from their experiences.

Roles and Responsibilities

Leaders will:

- Ensure all staff receive high-quality professional development through a programme of both external expert-led training and in-house learning opportunities.
- Ensure consistent implementation of this policy
- Design curriculum, environments, routines, and expectations that reflect relational and PRRRR principles.
- Maintain a clear focus on staff wellbeing and provide support, supervision, and reflective opportunities that enable staff to remain emotionally available, regulated, and relational in their practice

Staff will:

- Be emotionally available, attuned and responsive adults, leading as positive role models
- Notice and respond to children's emotional regulation needs
- Use relational language consistently
- Implement individualised strategies
- Support children in repair conversations
- Act with curiosity, not judgement (“what is the need behind the behaviour?”)
- Reflect and debrief daily with colleagues
- Show Unconditional positive regard for children, parents and staff
- Create an environment of trust, mutual respect, and aspiration
- Deliver teaching in line with the Lime Hills Teaching and Learning Policy
- Work collaboratively with internal and external professionals.

Pupils are supported to:

- Have a voice
- Communicate needs safely
- Take responsibility for their own behaviour and participate in restorative processes and repair
- Respect themselves, others, and their environment

Families are encouraged to:

- Work alongside the school to support their child's learning, wellbeing and development.
- Help their child understand and engage with the shared expectations that promote a positive and safe school environment.
- Support regular attendance and participation, recognising the importance of feeling connected to school.
- Share their knowledge, views and aspirations for their child, contributing to planning and reviewing support together.

Relational Systems for Recognising Strengths and Celebrating Learning and Development

We do this through:

- Consistent role modelling by all staff.
- Training in positive behaviour support.
- Use of positive, respectful language.
- Visible school values across the site, which are referred to, to highlight positive behaviours
- Verbal praise and personal recognition.
- Celebration of micro skills (e.g. listening, sharing, helping).
- Recognition systems, linked to positive behaviours
- Postcards home
- Displaying pupils' work across the school.
- Weekly positive contact with families
- Regular reviews and celebration assemblies.

Dysregulation, Distress and Stress Responses

At Lime Hills Academy, we recognise that behaviour communicates information about a child's emotional state, needs, understanding, experiences or circumstances.

Staff understand that pupils may experience periods of overwhelm which can lead to stress responses commonly described as fight, flight, freeze or fawn. These responses may be linked to adverse childhood experiences (ACEs), trauma, additional educational needs, mental health needs, sensory differences, communication difficulties, or challenges within a pupil's environment.

Our staff use curiosity to support children. Rather than asking, "What is wrong with this child?", we seek to understand, "What has happened to this child?" and "What does this child need right now?". Staff also consider: "What support does this child need to take responsibility, repair harm and experience success in the future?" Understanding the reasons for behaviour does not remove accountability; instead it helps us determine the most effective response

Staff work to identify the underlying need being communicated and respond in ways that promote safety, connection and regulation. We recognise that pupils are more able to learn, reflect and make positive choices when they feel safe, understood and supported.

Our approach combines:

Educational Actions

Educational actions focus on teaching, modelling and practising the skills pupils need to succeed. Through our embedded SEMH curriculum and daily interactions, pupils are supported to develop:

- Emotional literacy and self-awareness
- Self-regulation strategies
- Positive relationships and communication skills
- Problem-solving and conflict resolution skills
- Understanding of expectations and boundaries

Staff provide responsive support in the moment, using relational approaches to promote co-regulation and help pupils return to a state where learning can take place.

Protective Actions

Where additional support is needed, protective actions are implemented to reduce risk, increase safety and provide the individualised support necessary for a pupil to thrive. These actions are designed to strengthen protective factors and help pupils experience success.

Following an incident of dysregulation or distress, pupils will be supported to reflect when they are calm and ready. Restorative conversations will focus on understanding what happened, recognising feelings and needs, considering the impact on others, and identifying how any harm can be repaired or relationships restored. The emphasis is on learning, growth and rebuilding connection rather than blame or punishment.

Alongside this, we work collaboratively with each pupil to develop their capacity to regulate emotions, manage stress, build resilience and increasingly respond to challenges in safe and positive ways.

Core relational offer

- SEMH curriculum
- Triangle of adult support
- Regulation check-ins
- Zones of Regulation
- 5 Point Scales
- Social stories
- Comic strip conversations
- Emotional literacy work

Examples of Educational Actions (as above and)

- Restorative/reflective/repair conversations (when regulated)
- Staff guided repair of relationships or environments e.g. Assisting with repairs or tidy up
- Family and carer collaboration
- Reflective conversations/Restorative conversations
- Joint review of 5-point scale
- Review of therapeutic needs and intervention
- ELSA sessions
- Therapeutic interventions
- Parental meetings
- Putting it right

Protective Actions

Protective actions are proportionate, educational responses used to restore safety, manage risk, protect the rights and wellbeing of others, repair relationships, and explicitly teach emotional, social and behavioural skills. They are designed to strengthen protective factors, increase safety, and provide the individualised support necessary for pupils to thrive. Protective actions are never punitive and increase in line with identified risk.

Protective actions are used **only when risk is present** and are necessary to manage the risk of physical or emotional harm, ensuring the psychological safety of the whole school community. They aim to:

- Reduce harm and maintain safety.
- Create space for regulation and recovery.
- Restore and repair relationships.
- Support pupils to take increasing responsibility and accountability for their actions.

- Promote understanding of the impact of behaviour on themselves, others and the wider school community.

Following an incident of dysregulation or distress, pupils will be supported to reflect when they are calm and ready. Restorative conversations focus on understanding what happened, recognising feelings and underlying needs, considering the impact on others, and identifying how any harm can be repaired or relationships restored. The emphasis is on learning, growth, accountability and rebuilding connection.

Alongside this, we work collaboratively with pupils to develop their capacity to regulate emotions, manage stress, build resilience, and increasingly respond to challenges in safe, positive and socially responsible ways.

Decision-Making Around Protective Actions

Protective actions are implemented when behaviour creates risk to physical safety, emotional safety, learning, wellbeing or safeguarding. The level of intervention will always be proportionate to the identified risk and informed by the pupil's individual needs and circumstances.

Decisions will take account of:

- severity of actual or potential harm
- frequency and pattern of behaviour
- intent and level of understanding
- safeguarding concerns
- SEND and SEMH needs
- impact on other pupils and staff
- previous interventions and their effectiveness
- the school's duty to maintain a safe learning environment for all.
- Responses will seek to balance support for the individual with protection of the wider school community.

Examples include but are not limited to

- Increased adult proximity or supervision
- Review of the pupil's risk assessment
- Adjusted social times or groupings
- Intensive HUB provision
- Risk led timetable adaptations
- Referrals to relevant agencies

In extreme instances there may be:

- Emergency review of placement
- Suspension
- Permanent exclusion

Smoking and Vaping

Lime Hills Academy is a smoke-free and vape-free environment. This expectation applies at all times, including during off-site educational activities and visits.

Pupils must not bring, use, supply, or be in possession of smoking or vaping products or related paraphernalia whilst attending school or participating in school activities. This includes, but is not limited to:

- Cigarettes
- Tobacco products
- Cigars
- Lighters and matches
- Rolling papers and filters
- Vapes, e-cigarettes and vaping devices
- E-liquids and vape refills

Where a pupil is found in possession of any of the above items, staff may confiscate the item in line with the school's behaviour policy and statutory guidance. Parents/carers will normally be informed.

Where a pupil refuses to hand over an item, staff will manage the situation in accordance with the school's behaviour, safeguarding and searching procedures. If necessary, parents/carers may be asked to attend school to support in resolving the matter.

The school recognises that smoking and vaping may indicate wider health, wellbeing or safeguarding concerns. Where appropriate, pupils will be offered education, support and intervention to help them make informed and healthy choices.

Drugs and Alcohol

Lime Hills Academy maintains a zero-tolerance approach to the possession, use, supply or distribution of illegal drugs, alcohol and other prohibited substances on the school site, during transport arranged by the school, and whilst taking part in any school-related activity.

For the purposes of this policy, drugs include illegal drugs, psychoactive substances, misuse of prescribed medication, volatile substances, and any substance intended to alter mood or behaviour.

Where there are reasonable grounds to suspect that a pupil is in possession of drugs, alcohol or other prohibited substances, staff will act in accordance with the school's search, safeguarding and behaviour procedures. Searches will be conducted only by authorised staff and in line with current statutory guidance.

If drugs, alcohol or other prohibited substances are found:

- The items will be confiscated immediately.
- Suspected illegal drugs will be secured and handed to the police as soon as possible.
- Alcohol and other prohibited substances will be disposed of safely or retained as evidence where appropriate.
- Parents/carers will be informed at the earliest opportunity unless there is a safeguarding reason not to do so.
- The incident will be recorded and managed in line with safeguarding procedures.

If a pupil appears to be under the influence of drugs or alcohol:

- The pupil's immediate safety and wellbeing will be prioritised.
- They will be supervised by an appropriate member of staff and removed from situations that may place them or others at risk.
- Parents/carers will be contacted immediately.
- Medical advice or emergency services will be sought where necessary.
- The pupil will not return to lessons until the school is satisfied that it is safe and appropriate for them to do so.

The police will be involved in incidents involving suspected illegal drugs, drug supply, or where there is a significant risk to the safety of pupils or others.

Alongside any behaviour response, the school will consider the need for pastoral, safeguarding and therapeutic support. Referrals may be made to appropriate services, including health professionals, substance misuse services, children's services, the local policing team, and the school's Safeguarding Team.

Child-on-Child Abuse

At Lime Hills Academy, we are committed to maintaining a safe, inclusive, and respectful environment for all pupils. We recognise that behaviour is a form of communication and that children may require support to develop safe, healthy, and positive relationships. We promote a relational approach that prioritises safety, accountability, repair, and the wellbeing of all pupils.

Lime Hills Academy maintains a zero-tolerance approach to all forms of child-on-child abuse, including bullying, cyberbullying, discriminatory behaviour, prejudice-based incidents, sexual harassment, sexual violence, online abuse, and the sharing of nude or semi-nude images. Any concerns, allegations, disclosures, or incidents will be taken seriously and responded to promptly, proportionately, and in line with safeguarding procedures.

- All incidents of child-on-child abuse will be investigated and managed by the Class Teacher, SENCO, Designated Safeguarding Lead (DSL), and wider safeguarding team, as appropriate.
- The immediate safety, welfare, and emotional wellbeing of all pupils involved will be prioritised. Appropriate support, supervision, and protective measures will be implemented where required.
- The academy will work closely with parents and carers wherever appropriate, recognising that effective partnership working is essential in ensuring the safety, wellbeing, and successful reintegration of all pupils involved.
- Staff will seek to understand the context of the incident and any underlying needs contributing to the behaviour, whilst ensuring that harmful behaviour is challenged appropriately. Pupils will be supported to develop understanding, take responsibility for their actions, repair relationships where possible, and reduce the likelihood of further harm.
- Child-on-child abuse will never be dismissed as banter, part of growing up, a consequence of a pupil's SEND, or harmless behaviour.
- Child-on-child abuse may occur both inside and outside of school, including online through social media, gaming platforms, messaging applications, and other digital communication. The academy will respond to incidents that occur outside of school where they impact upon the safety, wellbeing, education, or welfare of pupils, or where safeguarding concerns are identified.
- The academy recognises that discriminatory behaviour is a form of child-on-child abuse. Incidents involving racism, faith-targeted abuse, antisemitism, Islamophobia, sexism, misogyny, homophobia, biphobia, transphobia, disability-related harassment, or prejudice based on any protected characteristic will be taken seriously, challenged immediately, recorded appropriately, and responded to in line with safeguarding procedures. Support will be provided to those affected, and educational, restorative, and disciplinary responses will be considered where appropriate.
- The academy recognises that harmful attitudes, stereotypes, and behaviours relating to gender can place children at risk. Misogynistic language, sexualised comments, gender-based harassment, intimidation, and behaviours that seek to demean, exclude, or control others because of their gender will not be tolerated.
- Any incident involving the creation, possession, sharing, requesting, viewing, or distribution of nude or semi-nude images or videos of a child will be treated as a safeguarding concern and responded to in accordance with statutory guidance. All incidents will be reported to the Designated Safeguarding Lead and assessed on a case-by-case basis, regardless of whether the image was shared consensually or non-consensually.
- Repeated, targeted, or serious incidents may result in referrals to external agencies, including Children's Social Care, Early Help services, Health Services, the Violence Reduction Unit, or the Police, where appropriate.
- Where a pupil's behaviour presents an ongoing risk to the safety, wellbeing, or learning of others, proportionate protective measures may be implemented. These may include increased supervision,

amended timetables, restricted access to particular activities or areas, alternative provision within school, or suspension where necessary.

- Any decision regarding suspension will take account of the individual circumstances of the pupil, including any identified SEND and social, emotional, or mental health needs, alongside the academy's duty to safeguard all members of the school community.
- Following any incident, risk assessments, safety plans, restorative interventions, and reintegration support will be considered to ensure that all pupils can continue to access education safely and successfully.

Working with Parents and Carers

Lime Hills Academy recognises the importance of working in partnership with parents and carers following incidents of child-on-child abuse.

- Parents and carers of pupils involved in incidents of child-on-child abuse will normally be informed as soon as reasonably practicable, unless doing so would place a child at increased risk of harm or compromise a safeguarding investigation.
- The academy will provide parents and carers with appropriate information about the nature of the concern, the actions being taken, and the support available to their child, whilst maintaining appropriate confidentiality for all pupils involved.
- Where risk assessments, safety plans, behaviour support plans, or safeguarding plans are developed, parents and carers will ordinarily be involved in the process and informed of the measures being implemented to support their child, unless there are safeguarding reasons why this would not be appropriate.
- The academy may be unable to share specific information relating to other children involved due to confidentiality, data protection, and safeguarding considerations.
- Parents and carers will be kept informed of significant developments, outcomes, and next steps, including referrals to external agencies where appropriate.

We recognise that both the child who has experienced harm and the child who has displayed harmful behaviour may require support. Our response will always place the welfare, dignity, and best interests of all children at the centre of decision-making. The rights, safety, and voice of the child who has experienced harm will remain paramount, whilst appropriate support, education, and intervention will be provided to the child who has displayed harmful behaviour to reduce the risk of future harm.

Child-on-Child Abuse

At Lime Hills Academy, we are committed to maintaining a safe, inclusive, and respectful environment for all pupils. We recognise that behaviour is a form of communication and that children may require support to develop safe and positive relationships. We promote a relational approach that prioritises safety, accountability, repair, and the wellbeing of all pupils.

Lime Hills Academy maintains a zero-tolerance approach to all forms of child-on-child abuse. Any concerns, allegations, disclosures, or incidents will be taken seriously and responded to promptly.

- All incidents of child-on-child abuse will be investigated and managed by the Class Teacher, SENCO, Designated Safeguarding Lead (DSL), and wider safeguarding team, as appropriate.
- The immediate safety and welfare of all pupils involved will be prioritised. Appropriate support, supervision, and protective measures will be implemented where required.
- Staff will seek to understand the context of the incident and work with pupils to restore relationships, develop understanding, and prevent further harm, whilst maintaining clear expectations and accountability.
- Child-on-child abuse will never be dismissed as banter, part of growing up, or harmless behaviour.
- The academy recognises that discriminatory behaviour is a form of child-on-child abuse. Incidents involving racism, faith-targeted abuse, sexism, misogyny, homophobia, biphobia, transphobia, disability-related harassment, or prejudice based on any protected characteristic will be taken seriously, challenged immediately, recorded appropriately, and responded to in line with safeguarding procedures. Support will be provided to those affected, and educational, restorative, and disciplinary responses will be considered where appropriate.
- Any incident involving the creation, possession, sharing, requesting, viewing, or distribution of nude or semi-nude images or videos of a child will be treated as a safeguarding concern and responded to in accordance with statutory guidance. All incidents will be reported to the Designated Safeguarding Lead and assessed on a case-by-case basis, regardless of whether the image was shared consensually or non-consensually.
- Repeated, targeted, or serious incidents may result in referrals to external agencies, including Children's Social Care, the Violence Reduction Unit, Early Help services, or the Police, where appropriate.
- Where a pupil's behaviour presents an ongoing risk to the safety or wellbeing of others, protective consequences may be implemented. This may include removal from activities, alternative provision within school, or suspension where necessary and proportionate.
- Any decision regarding suspension will take account of the individual circumstances of the pupil, including any SEND, social, emotional, or mental health needs, alongside the school's duty to safeguard others.
- Following any incident, risk assessments, safety plans, restorative work, and reintegration support will be considered to ensure that all pupils can continue to access education safely and successfully.

We recognise that both the child who has experienced harm and the child who has displayed harmful behaviour may require support. Our response will always place the welfare, dignity, and best interests of all children at the centre of decision-making.

Supporting Children Following Child-on-Child Abuse

Lime Hills Academy recognises that all children involved in incidents of child-on-child abuse may require support. Our primary concern will always be the safety, welfare, and wellbeing of the child who has experienced harm. However, we

also recognise that children who display harmful behaviour may have unmet needs, vulnerabilities, adverse experiences, or safeguarding concerns that require assessment and intervention.

Support will be tailored to the individual needs and circumstances of those involved and may continue beyond the immediate response to an incident. The academy will work collaboratively with pupils, parents/carers, and external agencies, where appropriate, to promote safety, recovery, accountability, and positive outcomes.

Support for the Child Who Has Experienced Harm

Support may include:

- A named trusted adult and regular wellbeing check-ins.
- Immediate and longer-term safety planning, including risk assessments and protective measures where required.
- Adjustments to timetables, routines, supervision arrangements, seating plans, or movement around the school site.
- Access to pastoral, therapeutic, mental health, or external specialist support services.
- Support to help the child feel safe, listened to, and involved in decisions affecting them.
- Ongoing communication with parents/carers and involvement in planning and decision-making wherever appropriate.
- Support with reintegration, attendance, engagement in learning, and rebuilding confidence following an incident.

Support for the Child Who Has Displayed Harmful Behaviour

Support may include:

- Exploration of the underlying causes, triggers, and context surrounding the behaviour.
- Assessment of any safeguarding concerns, unmet needs, SEND, social, emotional, mental health, or family factors that may be contributing to the behaviour.
- Educational, therapeutic, pastoral, or behaviour support interventions to develop emotional regulation, empathy, healthy relationships, respect, and decision-making skills.
- Individual behaviour support plans, risk assessments, and risk management strategies.
- Targeted work relating to discrimination, misogyny, sexual harassment, healthy relationships, online safety, consent, respect, and protected characteristics where appropriate.
- Referral to internal or external services where safeguarding, welfare, or mental health concerns are identified.
- Opportunities to take responsibility for actions, understand the impact of behaviour, and repair harm where this is safe, appropriate, and supported by all parties.

Working Together to Reduce Future Harm

Following any incident, the academy will consider what further action is required to reduce the likelihood of recurrence and promote positive relationships. This may include restorative interventions, educational programmes, increased supervision, environmental adaptations, staff training, multi-agency involvement, or ongoing monitoring.

The academy will work with all parties to reduce the risk of further harm, promote respectful and inclusive relationships, and support successful engagement in education. Any intervention will be proportionate to the circumstances, informed by risk assessment, and centred on the safety, welfare, and best interests of all children. The rights, wishes, and feelings of the child who has experienced harm will remain a central consideration throughout the process.

Use of Weapons

Lime Hills Academy is committed to maintaining a safe environment for all pupils, staff, and visitors. The possession, creation, use, or threatened use of a weapon or dangerous item is considered a serious breach of the school's behaviour expectations and a significant safeguarding concern. A weapon is defined as any object designed, adapted, or intended to cause injury or harm.

We recognise that the possession of a weapon may, in some cases, indicate underlying vulnerabilities, exploitation, coercion, involvement in serious violence, or other safeguarding concerns. Our response will prioritise the safety of the school community whilst ensuring appropriate support and intervention for the pupil involved.

- Any information, disclosure, intelligence, or concern suggesting that a pupil may be carrying, creating, concealing, accessing, or intending to use a weapon, either within or outside of the academy, will be treated as an urgent safeguarding concern and responded to immediately.
- Any credible intelligence, disclosure, allegation, police information, parental report, or safeguarding concern indicating that a pupil has carried, possessed, accessed, used, or threatened to use a weapon outside of the academy will be treated as a significant safeguarding concern. Parents/carers will be contacted at the earliest opportunity, and the academy will undertake an appropriate risk assessment, liaise with relevant agencies, and determine whether additional safety measures, support, intervention, supervision, or risk management arrangements are required to ensure the safety of the pupil and the wider school community.
- Where a pupil is known or reasonably believed to be carrying a weapon, staff will take reasonable and proportionate action to safeguard all individuals and reduce the risk of harm. If necessary, the pupil may be separated from others whilst support and next steps are determined.

- Where there are reasonable grounds to suspect that a pupil is carrying a weapon, authorised staff may conduct a search, including the use of a handheld metal detector, in accordance with Department for Education guidance and school procedures.
- Any weapon or prohibited item recovered will be confiscated, secured, and handed to the police as appropriate.
- The police will be informed of any incident involving a weapon, suspected weapon, or threat involving a weapon.
- A pupil found carrying, creating, using, or threatening to use a weapon may be removed from the school site and suspended whilst investigations and risk assessments are completed. Any decision will be lawful, proportionate, and take account of the individual circumstances of the pupil, including any SEND or additional vulnerabilities.
- Following any weapons-related incident, or where credible intelligence suggests a pupil has carried or used a weapon outside of school, a comprehensive risk assessment and safety plan will be completed to determine whether the pupil can safely attend school and what additional support, intervention, supervision, or adjustments may be required.
- Parents/carers will be informed as soon as possible of any concern, allegation, disclosure, intelligence, search, or incident relating to a weapon, unless there is a safeguarding reason not to do so or where advice from the Police, Children's Social Care, or other statutory agencies indicates that informing parents/carers would place the child or others at increased risk of harm. The academy recognises that parents/carers are key partners in safeguarding and will seek to involve them from the earliest stage of any assessment, investigation, or risk management process wherever possible.

Supporting Pupils Following a Weapons Incident

Lime Hills Academy recognises that pupils involved in weapons-related incidents may require additional support alongside appropriate consequences.

Support may include:

- Assessment of any safeguarding concerns, including exploitation, county lines involvement, peer pressure, or exposure to serious violence.
- Targeted pastoral support and regular check-ins with a trusted adult.
- SEND, SEMH, and wider needs assessment where appropriate.
- Referral to external agencies, including Children's Social Care, Early Help, Youth Services, the Violence Reduction Unit, or the Police.
- Individual risk management, behaviour support, and reintegration planning.
- Work with parents/carers to strengthen protective factors and support positive decision-making.

The safety and wellbeing of the wider school community will remain central to all decision-making. Any return to school will be carefully planned and supported to minimise risk and promote successful reintegration

Damage to School Property

While accidental damage will be considered in the context of the circumstances, where damage is deemed deliberate, malicious, or the result of inappropriate behaviour, and the academy incurs a cost, families may be asked to contribute towards repair or replacement costs. Each case will be considered individually.

Pupils Leaving Supervision Without Permission

If a pupil leaves the school site without permission:

1. If the pupil has been observed leaving the site, staff will note the time, clothing description and direction of travel. Staff will maintain visual supervision where it is safe and appropriate to do so.
2. Parents/carers will be informed promptly, as the pupil may be in a vulnerable situation and may require additional support to return safely.
3. Staff must not pursue or chase the pupil, as this may increase distress, escalate risk, or lead to unsafe behaviour.
4. If the pupil is no longer in sight, the staff member who witnessed the pupil leaving will inform all staff, noting the time and any relevant information.
5. If the pupil has not returned to site within 20 minutes, and their whereabouts remain unknown, the police will be informed via 101, unless an earlier response is deemed necessary based on the individual's risk assessment or presenting circumstances.
6. Parents/carers will receive regular updates throughout the incident.
7. Following any incident where a pupil leaves site without permission, Lime Hills will review the pupil's individual risk assessment and support plan, considering any additional protective, preventative, or supportive measures that may be required.
8. For further guidance, see Appendix X: Procedure for Pupils Leaving Supervision Without Permission.

Leaving Supervision Without Permission During a Trip or Visit

In the event that a pupil leaves supervision without permission whilst on a school trip or educational visit:

1. Staff will note the time, clothing worn, and last known direction of travel.
2. The school and parents/carers will be informed immediately.
3. Where the level of risk is increased due to the nature or location of the visit, emergency services may be contacted sooner than the 20-minute timeframe identified above.

4. Following the incident, a risk assessment review will be undertaken to determine what additional support, or adjustments may be required to enable safe participation in future visits. Any decision regarding future participation will be based on safety considerations and the individual needs of the pupil.
5. Where appropriate, parents/carers will be invited to attend a reintegration and planning meeting to discuss the circumstances surrounding the incident, understand any underlying needs, and identify strategies to support the pupil's safety and successful participation in future activities.

Learning Beyond the Classroom is an integral part of the Lime Hills curriculum and a curriculum entitlement. Access to this provision should only be restricted where there are clear safety concerns that cannot be reasonably mitigated through appropriate support, planning, and risk management.

Searching, Screening and Confiscation of Items

Mobile Phones and Personal Technology

All staff, students, and parents/carers will be provided with clear guidance regarding the use of personal technology including mobile phones within Lime Hills Academy.

In line with Department for Education guidance, Lime Hills Academy operates as a mobile phone-free environment throughout the school day. Students are required to place mobile phones and other personal smart devices in the designated storage area within their classroom, or another approved secure location, as directed by staff. Mobile phones and personal technology must not be used during lessons, social times, movement around the site, or any other part of the school day unless expressly authorised by a member of staff for educational, welfare, or medical purposes. At Lime Hills children hand all personal technology to a member of staff on the gate to be locked away.

Where a student's use of personal technology places the safety or wellbeing of others at risk, constitutes a safeguarding concern, or repeatedly disrupts learning, Lime Hills Academy will implement appropriate sanctions in line with the Behaviour Policy. This may include confiscation of the device and suspension.

Reasonable adjustments will be considered where a student requires access to technology because of a disability, medical need, or other identified need outlined within their EHCP or medical care plan.

Searching and Confiscation of Inappropriate Items

Lime Hills Academy reserves the right to search students and their possessions, including school bags, where there are reasonable grounds to suspect that they may be carrying a prohibited or banned item. Searches will be conducted in accordance with current legislation and Department for Education guidance.

Authorised staff may search a student, with or without consent where permitted by law, for prohibited items, including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarettes, vapes and related paraphernalia
- Fireworks
- Pornographic images
- Any article that has been, or is likely to be, used to commit an offence, cause personal injury, or damage property

Use of Handheld Metal Detection Wands

Where there are reasonable grounds to suspect that a student may be carrying a prohibited item, Lime Hills Academy may use a handheld metal detection wand as part of the screening process. The use of a wand is intended to support the safety of students, staff, and visitors and will only be undertaken by authorised and appropriately trained members of staff.

Before a handheld wand is used, staff will consider whether the student's SEND needs require any adjustments to the process and whether alternative approaches may achieve the same safeguarding outcome. Where it is safe and appropriate to do so, students will be informed of the reason for the screening, what will happen, and what is expected of them.

The wand will only be used externally and will not involve physical contact with the student. Screening will be conducted respectfully, proportionately, and with due regard to the student's dignity, wellbeing, and individual needs.

Where a wand indicates the possible presence of a prohibited item, staff may ask the student to remove the item themselves or may proceed with a further search in accordance with statutory guidance and the academy's search procedures.

A record will be made of any search involving a handheld wand, including the reason for the search, staff involved, the outcome, and any follow-up actions required. Parents/carers will be informed where appropriate, taking account of safeguarding considerations.

Accommodating SEND Needs During Searches and Screening

Lime Hills Academy recognises that some students may experience communication difficulties, sensory sensitivities, anxiety, trauma-related responses, or other needs associated with their special educational needs

and disabilities (SEND). When considering any search or screening process, staff will take these needs into account and make reasonable adjustments where appropriate.

Reasonable adjustments may include:

- Providing a clear explanation of the process using language, visuals, social stories, communication aids, or other strategies appropriate to the student's level of understanding.
- Allowing additional processing time for the student to understand instructions and expectations.
- Involving a familiar and trusted member of staff to support and reassure the student.
- Conducting the search or screening in a quiet location where appropriate to reduce anxiety and sensory overload.
- Taking account of sensory sensitivities relating to noise, touch, personal space, or unfamiliar equipment.
- Using de-escalation and trauma-informed approaches where a student becomes distressed.
- Referring to information contained within the student's EHCP, Risk Assessment or Medical Care Plan.
- Seeking advice from the Designated Safeguarding Lead (DSL), SENDCo, or senior leaders where additional support or adjustments may be required.

The academy will always seek to balance the individual needs of the student with its duty to maintain a safe environment for all students, staff, and visitors. Where immediate safety concerns exist, staff will take proportionate action in accordance with statutory guidance and safeguarding procedures.

Confiscation and Follow-Up

Any prohibited items found during a search may be confiscated, retained, disposed of, or handed to the police or other relevant agencies, where appropriate. Electronic devices may also be examined, and data may be deleted where staff have a lawful reason to do so and where this is necessary to address safeguarding, behavioural, or criminal concerns.

Under Section 91 of the Education and Inspections Act 2006, academy staff have the power to confiscate, retain, or dispose of a student's property where it is reasonable to do so. Lime Hills Academy is not required to obtain parental consent before a search takes place. However, wherever appropriate and practicable, parents/carers will be informed following a search, taking account of safeguarding considerations and the needs of the individual student.

Where a search identifies a safeguarding concern, the matter will be referred to the Designated Safeguarding Lead and managed in accordance with the academy's safeguarding procedures.

5. Power to Use Reasonable Force and Restrictive Physical Intervention

All staff at Lime Hills Academy work proactively to promote positive behaviour through strong relationships, restorative approaches, and de-escalation strategies. The use of restrictive physical intervention is always a last resort and is only considered, when necessary, proportionate, and reasonable in the circumstances.

In accordance with Section 93 of the Education and Inspections Act 2006, staff have the legal power to use reasonable force to prevent a pupil from:

- Committing a criminal offence.
- Injuring themselves or others.
- Causing serious damage to property.
- Prejudicing the maintenance of good order and discipline within the school.

The Academy recognises that behaviour is a form of communication and seeks to understand the underlying causes of distress or dysregulation. Wherever possible, staff will use proactive and preventative strategies to reduce the likelihood of incidents occurring.

Team Teach

Teaching and support staff receive accredited Team Teach training, including de-escalation, relational approaches, positive behaviour support, and authorised physical intervention strategies. The Academy adopts the Team Teach philosophy that most incidents should be resolved through de-escalation and regulation support, without the need for physical intervention.

Any use of restrictive physical intervention must:

- Be reasonable, necessary, proportionate and in the best interests of maintaining safety.
- Be used for the shortest time necessary to reduce the risk of harm.
- Take account of the pupil's age, understanding, SEND, medical needs, disability and individual circumstances.
- Never be used as a punishment, to cause pain, as a consequence for non-compliance, or solely to secure compliance with instructions.

Recording and Reporting

All incidents involving restrictive physical intervention will:

- Be used only when alternative strategies have been unsuccessful or are inappropriate in the circumstances.
- Be managed in accordance with Team Teach principles and training.
- Be reported to the Principal or designated senior leader as soon as possible.

- Be recorded promptly on CPOMS and on the Academy's approved physical intervention recording system.
- Include a detailed written account of the events before, during and after the intervention.
- Be communicated to parents/carers as soon as practicable, normally on the same day.
- Be reviewed by senior leaders to identify learning, patterns, risks and any required preventative actions.
- Include consideration of whether safeguarding procedures need to be followed.
- Be used to inform the review and amendment of the pupil's Contextual Safety Plan, Risk Assessment, Behaviour Support Plan or EHCP provision, where appropriate.

Post-Incident Support

Following any restrictive physical intervention:

- The pupil will be given time and support to regulate and recover.
- A restorative conversation and debrief will take place when the pupil is ready and able to engage.
- The pupil's views, feelings and experience of the incident will be sought and recorded.
- Staff involved will have access to a debrief and support process.
- Any lessons learned will be shared to improve future practice and reduce the likelihood of recurrence.

Further guidance is provided in the Academy's **Positive Handling and Restrictive Physical Intervention Policy (2026)**.

Staff Support

Lime Hills Academy recognises that incidents involving aggression or violence can be distressing for everyone involved. While the academy remains clear in its expectations around safe behaviour, it also acknowledges that some behaviours may be linked to unmet needs, trauma, or difficulties with emotional regulation. Responses will therefore balance accountability, safety and support.

Staff affected by an incident will be given appropriate time and space to regulate and recover before returning to their duties where required. A supportive and non-judgemental debrief will be offered, recognising the emotional impact such incidents can have on wellbeing and professional confidence.

Staff directly involved, together with any witnesses, will be supported to record their account of the incident as soon as practicable. A debrief with the Principal or a member of the Senior Leadership Team will provide an opportunity to reflect on the incident, review support strategies and identify any further actions required.

All staff have access to the Employee Assistance Programme (EAP). Where appropriate, additional support may be arranged through Professional Services to promote wellbeing, recovery and resilience.

Procedures for Suspensions and Permanent Exclusion

Suspensions

At Lime Hills Academy, we are committed to maintaining a safe, nurturing and inclusive environment in which all pupils can learn and thrive. Consistent with our relational and trauma-informed approach, suspension is not intended as a punishment but may be necessary as a protective response where safety, welfare or education are significantly affected.

There may be occasions where the academy's duty to protect the safety, wellbeing and education of others outweighs the benefits of maintaining a pupil in school. In these situations, suspension may be necessary as part of a wider package of support, safeguarding and risk management.

Suspension will only be used where it is lawful, reasonable, proportionate and necessary, and after appropriate supportive, preventative and restorative strategies have been considered. The academy will take account of individual needs and its duties under the Equality Act 2010, the SEND Code of Practice and any Education, Health and Care Plan (EHCP) when making decisions regarding suspension.

Where a suspension is deemed necessary, the academy will:

- ensure the decision is made fairly and proportionately;
- consider the contextual, relational and environmental factors that may have contributed to the incident or behaviour;
- work collaboratively with parents/carers and relevant professionals;
- maintain a focus on the pupil's wellbeing, dignity and future success;
- plan for the pupil's successful return to education.

Following a suspension, a reintegration meeting will be held with the pupil and their parent/carer. The purpose of the meeting will be to restore relationships, identify any unmet needs, review support arrangements and agree strategies to help the pupil experience success on their return to the academy.

Where appropriate, support plans, risk assessments, therapeutic interventions or behaviour support strategies will be reviewed and amended following any suspension.

Permanent Exclusion

Permanent exclusion is a serious decision and will only be used as a last resort. The academy is committed to maintaining placements wherever it is safe and appropriate to do so. However, there may be exceptional circumstances where the level of risk, seriousness of an incident, or persistent inability to safely meet a pupil's needs means that permanent exclusion is the only lawful and proportionate option available

The academy recognises that behaviour is a form of communication and will always seek to understand the underlying causes of distress, dysregulation or challenging behaviour. However, there may be exceptional circumstances where the severity of an incident, or a pattern of serious incidents, means that permanent exclusion is necessary to protect the safety and wellbeing of the wider school community.

Only the Principal, or a designated representative acting with delegated authority, may make the decision to permanently exclude a pupil.

A decision to permanently exclude may be considered where:

- there is sufficient evidence that a pupil has committed a serious breach, or persistent breaches, of the Academy's Relationships and Behaviour Policy; and
- allowing the pupil to remain in the academy would seriously harm the education or welfare of other pupils or staff.

In reaching any decision, the Principal will consider all relevant information, including contextual factors, safeguarding considerations, SEND, vulnerability and any mitigating or aggravating circumstances.

Where a pupil has a social worker, is looked after, or was previously looked after, the academy will notify the relevant social worker and/or Virtual School Head without delay..

Mitigating Factors

The following factors may be considered when determining an appropriate response:

- the pupil's age, developmental stage and level of understanding;
- SEND, neurodiversity, disability, mental health needs or medical conditions;
- trauma, adverse childhood experiences or other significant vulnerabilities;
- provocation, bullying, discrimination or harassment;
- coercion, exploitation or negative influence from others;
- the context, circumstances and seriousness of the incident;
- whether this is a first incident or part of a wider pattern;
- the pupil's previous behaviour and response to support;
- acceptance of responsibility and willingness to engage in restorative processes;
- willingness to cooperate with the investigation;
- efforts to repair harm caused to others.

Aggravating Factors

The following factors may be considered as aggravating circumstances:

- premeditation or planning of the incident;
- the use or possession of a weapon;
- repeated occurrences of similar serious behaviour;
- intimidation of witnesses or victims;
- significant physical or emotional harm caused to others;
- targeting of younger, vulnerable or protected individuals;
- refusal to engage with support or restorative processes;
- deliberate attempts to obstruct an investigation.

Notifying Parents/Carers

Where a suspension or permanent exclusion is imposed, parents/carers will be informed without delay. The decision, reasons for the decision, duration (where applicable) and details of their rights will be confirmed in writing in accordance with statutory guidance.

The Role of the Academy Council

The Academy Council will fulfil its statutory responsibilities regarding suspensions and permanent exclusions in accordance with current Department for Education guidance. This includes considering relevant cases, reviewing representations from parents/carers and ensuring decisions are lawful, reasonable, fair and proportionate.

Independent Review

Parents/carers have the right to make representations regarding suspension decisions in accordance with statutory guidance. In cases of permanent exclusion, parents/carers may request an Independent Review Panel following the Academy Council's decision.

Throughout any exclusion process, Lime Hills Academy will continue to work collaboratively with pupils, parents/carers, local authorities and external agencies to secure appropriate educational provision and support the best possible outcomes for the young person.

Our Commitment

Lime Hills Academy remains committed to balancing compassion with accountability, understanding with expectations and support with safety. We believe that children achieve their best outcomes when they experience strong relationships, clear boundaries and consistent adult care. Through Protect, Relate, Regulate, Reflect and Repair, we seek not only to respond to behaviour but to help pupils develop the skills, responsibility and resilience needed to thrive in school and beyond.

Monitoring and Review of Policy

This policy will be reviewed annually to ensure its effectiveness, and updated in response to new research or changes within the school community. Regular feedback from pupils, parents, and staff will be sought to continuously improve our strategies.

Appendix 1

Lime Hills Academy Staged Framework for Regulation, Safety and Repair

As a specialist SEMH provision we recognise that many pupils have experienced adverse life events, relational trauma, disrupted attachment, neurodivergence and chronic stress. These experiences can significantly impact emotional regulation, impulse control, trust in adults and peer relationships.

Behaviour is therefore understood as a stress response, not a choice made in isolation. We balance compassion and education with responsibility:

- Understanding the ‘why’ behind behaviour
- Teaching skills pupils have not yet developed
- Maintaining firm, protective boundaries

Core Principles • All behaviour is communication • Connection precedes correction • Regulation comes before reflection • Safety overrides compliance	Support operates across overlapping layers and links to the graduated response offer Universal (Relational Safety)
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Consequences are for protection and learning, not punishment We use the Trauma Informed model of: Protect – Relate – Regulate – Reflect – Repair, alongside nurture practice.	Predictable routines, emotionally available, attuned and responsive adults, clear expectations, explicit teaching of regulation and social skills. Targeted (SEMH Interventions) Individualised support plans, enhanced adult support, therapeutic input, and structured regulation opportunities. Specialist (High-risk Support) Risk led planning, multi-agency involvement, and intensive supervision to manage harm and safeguarding concerns. Pupils may move between layers within the same day depending on stress load, triggers and support available.
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SEMH curriculum and protective actions

SEMH Curriculum This supports the learning, rehearsing or teaching of positive behaviours	Protective Actions (consequences) To ensure the psychological safety of our school community. They are necessary to manage the risk of harm resulting from dangerous behaviours- this includes both physical and emotional harm.
These focus on developing internal regulation and external structure, including: - Coregulation and emotion coaching - Explicit teaching of alternatives to unsafe behaviours - Rehearsal, scripting and modelling - Therapeutic and relational interventions	Protective actions are used only when risk is present. They: - reduce harm - create space for regulation - protect the dignity and safety of all
- Regulation check-ins 5 Point scales - ELSA - Restorative/reflective/repair conversations (when regulated) - Staff-guided repair of relationships or environments - Family and carer collaboration - Social stories - Comic strip conversations	- Increased adult proximity or supervision - Adjusted social times or groupings - Temporary reduced access to peers or spaces - Therapeutic internal inclusion - Risk-led timetable adaptations - Referrals to relevant agencies - Emergency review of placement - Suspension - Permanent exclusion only where risk cannot be safely mitigated

Stage 1- Stress Behaviours / Early Dysregulation / **low-risk dysregulation**

- Preventative approaches linked to underpinning ethos and culture) Staff persistently state and reinforce expectations, linking these expectations to our school values of kindness, belonging, resilience and trust. Staff identify when these values are not being evidenced, through warmly stating the expectation and reminding pupils of them. This means explicitly teaching and practising routines, structures, transitions and appropriate learning behaviours.

Stage 2 – Escalation / Loss of Regulation / **emerging risk**

Stage 3 – High Risk Behaviour Requiring Enhanced Protective Action and Leadership Oversight/ **significant risk**

- Require protective actions to ensure safety.

Stage 4 – Crisis and Critical Incidents/ Safeguarding Response / **immediate serious risk**

- Behaviours presenting an immediate and serious risk to life, safety, or wellbeing requiring urgent action.

• Stage 1 – Stress Behaviours / Early Dysregulation / low-risk dysregulation Low-level behaviours that indicate dysregulation, unmet need, or skill deficit rather than intent to harm.			
Behaviours indicating rising stress, anxiety, or loss of regulation. Examples		Staff response in the moment	Planned Support through the Graduated Response approach
• Non-engagement or withdrawal • Disruption to others' learning • Non-directed swearing • Rough play • Throwing objects without intent to harm.	Response focus: Protect, Regulate, Relate, Reflect, Repair	• Containment, co-regulation, reassurance • Observe- what are they communicating? Rephrasing swearing • Offer choice within boundaries • Reduce demands temporarily • Support regulation before learning • Use WINE and PACE • Modelling and scripting expected behaviour	• Brief repair conversation • Review triggers and stressors • Adjustments to provision or routine • Review 5 Point Scale • Review Boxall • Supportive contact with home as part of the weekly routine • Review support for learning

		• Consistent use of 5 point scale • Clear, calm and minimal language • Temporary change of learning environment	
• Stage 2 – Escalation / Loss of Regulation / emerging risk			
Behaviours that impact others' safety, dignity or learning.			
Behaviours impacting emotional or physical safety. Examples		Staff response in the moment	Planned Support through the Graduated Response approach
• Verbal targeted abuse (non-discriminatory) • Damage to property • Physical behaviours without intent to cause serious harm • Racist/homophobic language- not directed or used without understanding of its meaning • Unsafe movement around site • Misuse of technology	Response focus: Protect, Regulate, Relate, Reflect, Repair	<i>Reduce risk, contain emotion, restore safety.</i> • Reduce audience and stimulation • Increase adult support • Temporary change of environment • Movement • Clear, calm instructions • Avoid power struggles Regulate first <i>"You're not in trouble. You're safe. Let's get your body calm first."</i>	• ELSA sessions • Temporary Change of Learning Environment • Regulation and social problem-solving work (social stories/ comic strip) • Supported repair 'How can we put it right?' • Parent/carer collaboration • Adjusted access to resources where necessary (time-limited and explained and used particularly as a natural consequence)
• Stage 3 – High-Risk Behaviour Requiring Protective Action / significant risk			
Require protective actions to ensure safety.			
Behaviours involving intent to harm, discrimination or significant safeguarding concern. Examples		In-the-moment response	Planned Support through the Graduated Response approach

- Physical abuse targeting others, with intent to harm (throwing, punching, hitting, kicking) - Targeted racist, homophobic or transphobic abuse - Harmful sexualised behaviour - Substance-related behaviours - Persistent bullying - Intent to harm self or others - Leaving supervision when offsite - Unsafe travelling or unsafe off-site behaviour - Major damage to property or environment Health and Safety Concerns - Possession or use of cigarettes - Possession or use of vapes Serious Safeguarding Concerns - Supply or distribution of vapes - Alcohol possession - Drug possession - Theft - Persistent bullying - Significant harm to self or others	Response focus: Protect, Regulate, Relate, Reflect, Repair	- Removal from peers or specific spaces - Increased supervision - Possible use of RPI Boundaried support <i>"I can't let you hurt anyone, but I can help you through this."</i>	Used where behaviour presents a significant risk to physical safety, emotional safety, learning, safeguarding or wellbeing. These measures are intended to reduce risk, maintain safety, provide opportunities for regulation and support accountability through repair, reflection and reintegration. They are proportionate responses to risk rather than punitive sanctions. Class team, SLT and parent meeting - Alternative learning arrangements - Increased supervision - Adjusted social times - Reduction in offsite or onsite provision dependent on risks - Short-term safety planning interventions - Suspension- could be internal as a safety measure - Emergency annual review - External agency involvement - Supported restorative/ repair conversations All protective actions are paired with: - Reintegration planning - Regulation and repair work Reconnection <i>"We had a tough moment yesterday. I'm glad you're back."</i> Repair
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			<i>“What happened doesn’t define you. Let’s think about how we put this right.”</i>
Stage 4 – Crisis and Critical Incidents/ Safeguarding Response / immediate serious risk			
Behaviours presenting an immediate and serious risk to life, safety, or wellbeing requiring urgent action.			
Immediate, severe risk to life or safety. Examples		In-the-moment response	Planned Support through the Graduated Response approach
- Weapon possession - Serious violence - High-risk absconding - Serious self-harm - Sexual violence - Substance intoxication - Criminal behaviour	Response focus: Protect, Regulate, Relate, Reflect, Repair	- Immediate safeguarding procedures - Senior leadership called - Emergency services where required - RPI	- Multi-agency response - Placement review and transition planning - Team Around the Child Debrief and Review - Suspension - Permanent Exclusion

Appendix 2



