



Relationships and Behaviour Policy

Document Control Information

1	December 2023	Review (IET)
2	August 2024	Rewrite in line with NESSSS
3	August 2025	Change of staff names
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Last Review	August 2024
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Aims

The NWSSSS is committed to creating a teaching and learning environment where the

learning, social and personal needs of its learners are addressed and where learners are helped to achieve in an atmosphere of safety and mutual respect.

Our Relationships and Behaviour Policy enables The North West Surrey Short Stay School to create a safe, secure and stimulating environment where children are able to achieve their academic and social potential. We have a friendly, positive atmosphere where everyone embodies the values adopted by the school:

- ***Building a safe community***
- ***Valuing education***
- ***Celebrating success***
- ***Building for the future***

We:

- Encourage each other to strive to achieve their full potential
- Provide a wide range of pastoral and emotional support to enable everyone to meet their personal targets
- Ensure that everyone feels comfortable at school and are able to enjoy a positive learning environment
- Use positive strategies to reinforce the school expectations and work together to promote the rights and responsibilities of everyone within the NWSSSS community
- Expect everyone to adhere to the school expectations at all times and have a range of celebrations to promote this
- Foster an acceptance of responsibility for our own actions and utilise restorative practices where necessary

Whole School Restorative Approach

We advocate restorative approaches, which are *value-based* and *needs-led*. A restorative approach is a way of working with conflict that puts the focus on repairing any harm that has been done. It is an approach that includes all parties involved through high support and challenge. It asks everyone to share what their involvement

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was, how the event has affected them and to agree what needs to be done for things to be put right. This approach is part of our broader ethos that identifies strong,

mutually respectful relationships and a cohesive community as the foundations on which good teaching and learning can flourish.

We place great emphasis on ensuring a positive learning environment for all and therefore have high expectations that everyone will be polite, kind and have consideration for others.

Targeted Interventions

The Relationships and Behaviour Policy is supported by targeted interventions for all pupils that may benefit from further support. For example:

APE

- Target setting and relationship building programme of self-reflection to help the students reintegrate back into their mainstream settings.
 - Weekly review every Monday
 - Further review with pastoral team during the week.

Physical Focus Therapy

- Designed to help encourage self-discipline during conflict situations. This concentrates entirely on physical defence during provocative situations
 - Weekly session
 - Increased levels of stress/demand to find triggers and work through

One-to-one CBT

- Personalised approach to therapy offered to all students
 - At least once per week
 - Programme is designed to provide students with a range of strategies which will help them to re-integrate to their next setting

Staff

All staff members are proactive in their approach to relationships and shared values and understand the need for a positive learning environment.

We actively support pupils through:

- high expectations and challenge
- celebrating individuals
- developing relationships that encourage pupils to make positive choices
- listening to pupils and valuing their views
- encouraging pupils to succeed
- showing genuine support and interest

Management Committee

The Management Committee has the responsibility for ensuring there are guidelines on standards of discipline and behaviour, and for reviewing their effectiveness. The Management Committee supports the Headteacher in adhering to these guidelines and the values of the school through the Relationships and Behaviour Policy.

Headteacher

The Headteacher has the day-to-day responsibility for ensuring everyone fully embraces the Relationships and Behaviour Policy and the school values, but the management Committee may advise the Headteacher about disciplinary issues. The Headteacher must take this into account when making decisions about significant behavioural concerns.

Form Tutor

The Form Tutor plays an important part in coordinating the academic and personal welfare of their pupils. The Form Tutor is aware of each pupil in the form as an individual and will support them accordingly. They are responsible for developing a good relationship and communication between school and home, notifying parents or carers of any celebrations or consequences that may have been issued.

Parents/Carers

The school collaborates actively with parents and carers, so that children receive consistent messages about expectation at school, home and on transport. Parents fully support our values and the Relationships and Behaviour Policy. Communication from home is expected from the form tutor on a needs basis to inform parents of positive or negative interactions through the school day. Celebrations or consequences are recorded by staff for pupils to share with parents or carers.

Pupils

We want all pupils to reach their full potential in a safe respectful learning environment. This is everyone's responsibility. We expect pupils to try to meet school expectations and live by the school values at all times. We recognise that at times, everyone requires additional support and guidance, and it is expected that our pupils do their best to ensure the learning of others is not disrupted during these periods.

Our Expectations

- We are a team where everyone is listened to and valued.
- We are responsible for our actions.
- We treat people fairly and with kindness.
- We welcome everyone into school by name and with a smile.
- We have courage to try new things.
- We are united in our aims and goals.
- We have good manners.
- We respect each other's differences and understand we all need to be treated differently sometimes.

Celebrations

The school offers a range of opportunities to celebrate pupil's positive choices and achievements. This is done through:

- A point rewards system. Points are allocated for
 - Integrity
 - Good attitudes to learning
 - Respect
 - Resilience

Weekly celebration events where students are provided with rewards

- “Graduation” events that celebrate students return to mainstream or entering further/alternative education

Regulation Break

The Relationships and Behaviour Policy is supported by our use of special areas in school. These can be used by any pupil when unable to access a lesson. They are spaces to encourage calming down and re-focusing. They provide a safe haven for anyone upset or distressed.

Limiting Choices

Where pupils are not following the school expectation, adults are trained to use a range of strategies and techniques that may be used appropriately.

Staff members may decide to do one or more of the following:

- Discuss the matter with colleagues for support and problem solving ▪
- Issue a consequence to hold a restorative conversation with the pupil
- Make arrangements for the pupil to carry out a consequence to complete missed work

Should the staff member require additional support in the event of relationship breakdown or persistent cause for concern, they may choose to talk to the pupil’s tutor who will support and use restorative practices and the language of choice.

Consequences

If pupils choose to not follow the school expectations we will issue the following consequences with a clear explanation of choices at each stage:

- Verbal reminder of expectations
- Second verbal reminder of expectations

- Invitation to take time-out in either the pastoral room or with a member of SLT ○
(This should be followed by a restorative conversation/apology before being allowed to re-enter the class)
 - Tutor to inform parents

Exceptional Circumstances

In exceptional circumstances the Senior Leadership Team (SLT) may be required to withdraw a pupil if they pose a direct threat to the safety of others. Pupils withdrawn from class will be supported appropriately to enable them, after a period of time, to continue their learning. If the pupil is unable to make the right choice at that time and continues to have a detrimental effect on the safe respectful learning environment, an exclusion may be applied as a last resort. In all cases of removal, students should not be allowed to re-enter the classroom until a reintegration meeting has taken place.

Internal Exclusion

Internal exclusions are where a young person is placed in a calm safe environment supported by trusted adults. Pupils will continue with their days learning as normal and will complete work that they have missed or that the rest of the group are completing in the class setting.

Suspensions

The decision to suspend is taken by the Headteacher who may delegate this to the Deputy Head responsible for the site at the time of the incident. Suspension of a pupil will be in response to a serious breach of the school expectations. The Headteacher informs the LA and the Management Committee about any fixed-term suspensions beyond fifteen days in any one term.

Permanent Exclusion

The decision to permanently exclude a pupil from the school is taken only as a last resort and in response to serious breaches of this policy or if allowing the pupil to remain could cause serious harm to the education and welfare of other pupils. The Management Committee has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Management Committee. When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be



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reinstated. If the Management Committee appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Searching, screening and confiscation

As outlined in the [DfE guidance for searching, screening and confiscation \(July 2022\)](#), school employers can search pupils with their consent for any item. This does not require written formal consent. Banned items can be searched for without consent and the use of reasonable force can be used when searching for an item that can be used to commit an offence or cause harm. Banned items on school premises or in an area where a member of staff has lawful control or charge of pupils include:

- Alcohol
- Cigarettes/E-Cigarettes/cigarette papers
- Illegal substances
- Stolen Items
- Fireworks
- Matches/Lighters
- Knives/Weapons
- Laser Pens
- Chewing Gum
- Aerosols

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.



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As a school, we reserve the right to search and confiscate illegal and prohibited items from a person. In these instances, we will follow the national guidance.

[Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

A member of SLT must be present to conduct the search, unless an individual is given responsibility to do so by the headteacher. Two members of staff must conduct the search and where possible, at least one member of staff should be the same gender as the pupil. If a search is considered high risk, staff will contact the police for assistance. On completion of the search, a [Search & Confiscate form](#) will be completed and parents will be informed.



APPENDIX 2 - Searching and Confiscation Procedure

You may find yourself in a situation where you suspect a student to be in possession of a prohibited item. As a consequence, a search may need to be conducted in order to safeguard the student, other students and or staff. It is important that the following measures are taken. **When searching a student two members of staff must be present.**

In school, Miranda Younger or Norris Morrisey should be alerted that a search needs to take place. If they are unavailable alert a member of SLT or a member of the Safeguarding team.

On a school trip, the leader of that trip needs to take responsibility and ensure that the following actions are taken and Norris Morrisey is made aware as soon as possible.

Action	Tick to confirm
The search was led and authorised by Miranda Younger, Norris Morrisey, , SLT, Safeguarding team, Trip Leader	
The search was conducted with a witness present	
The authorised person or witness is the same gender as the student being searched	
Student emptied their bag	
Student emptied their pockets	
Student removed coat and emptied the pockets Staff member checks empty bag and contents Staff member checks coat pockets after it has been removed Student removes shoes	
Student runs their finger around the inside of their socks Staff member checks shoes If a weapon is suspected, a magnet wand is used	
Any prohibited items confiscated and if applicable Police notified	

Record of the search made	
Copy of record given to Norris Morrisey, Ana Peliza or Miranda Younger	

Record of Search

Student Name	
Reason for the Search	
Date and Time	
Location	
Names of those present	
Outcomes	
Follow-up actions	

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Copies to be retained by DSL