

Behaviour Management & Relationships Policy

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1 Policy Aims

This policy aims to:

- Promote a positive and safe learning environment.
- Establish a whole-school approach to maintaining high behavioural expectations that reflect the values of the school.
- Outline the expectations of behaviour and define unacceptable behaviour, including bullying and discrimination.
- Provide an overview to positive behaviour supports.
- Clarify roles and responsibilities within the school community with regards to behaviour management.

2 Our Learner Needs

Autism is a neurodevelopmental disorder which affects people in different ways. It is characterised by:

- Difficulties with communication and social interaction.
- Repetitive body movements and behaviours.
- Sensory sensitivities and differences in how information is processed.
- Difficulties with understanding and responding to their own and other's emotions.

Some learners may have difficulties expressing needs verbally and may communicate through behaviour which can place themselves or others at risk or impact quality of life.

Many learners have additional needs such as Demand Avoidance, Adverse Childhood Experiences, Attention Deficit Hyperactivity Disorder, Obsessive Compulsive Disorder, Insecure Attachments and Learning Disabilities.

At Doucecroft, we interpret behaviour through this developmental and neurological lens and ensure these complexities remain central to our approach.

3 Creating a Positive Culture, Defining our Approach

At Doucecroft we believe in the importance of relationships, ensuring children and young people feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

Our school reflects the values of the Essex approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP).

- Compassion and kindness.
- Hope.
- Connection and belonging.

We endeavour to make sure that at Doucecroft these values run through all the school policies and practice.

Doucecroft aims for every member of the school community to feel valued, respected and treated fairly. Our Behaviour & Relationships Policy supports a caring, safe and secure environment where everyone can learn. We value each learner as an individual and work with families and the wider community to build confident, compassionate and respectful young people. Safety is our priority, and all practice is underpinned by safeguarding.

We recognise that learners have a ‘window of tolerance’ in which they feel regulated. When outside this window, they may experience stress and react accordingly. We help learners widen this window by teaching about stress responses and supporting self-regulation through co-regulation with adults.

We follow the relational behaviour model from TPP based on the following principles:

- Behaviour should be interpreted, not judged.
- Learners make mistakes and are influenced by their environment and relationships.
- Behaviour is best supported through strong, trusting relationships.
- Learners who struggle should be understood and included.
- Boundaries keep everyone safe and meet needs.
- Rules should be developed collaboratively and adapted where necessary.
- Consequences form part of a restore and repair process.
- Inappropriate behaviour usually signals unmet need, stress or skill gaps.
- Difficulties often arise from environment and relationships, not intention.
- Solutions come from understanding what behaviour communicates.
- Success is measured by wellbeing and our ability to adapt and make reasonable adjustments.

Although behaviourist approaches can work for the majority of children and young people, they are not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACEs) – traumatic life experiences that occur before the age of 18. For learners who have experienced trauma and loss, behaviourist approaches often serve to re-traumatise them and do not teach them how to express their emotions in a more appropriate manner.

4 Our Expectations of Learners

We have high expectations for our learners, while recognising some children and young people have specific needs. The following expectations cover all times of the school day and where learners are representing the school out of hours or off site. This means we:

- Encourage a positive attitude to learning within a safe, happy environment.
- Promote high expectations and enable learners to become independent responsible learners.
- Encourage a sense of respect for our community and our environment.
- Believe that clear, consistent routines and systems are essential to support learners development and ensure the health, safety and wellbeing of everyone in our school community.

Our expectations are detailed within this policy, but class teachers have responsibility to ensure that these are differentiated for their learners needs.

Our Expectations of Learners are visible around Doucecroft

- | |
|--|
| <ul style="list-style-type: none">✓ We show each other respect, inside and outside of school.✓ We are kind to others.✓ Follow instructions from staff.✓ We take time out if we need to in a safe place.✓ We help and support each other.✓ We celebrate our success and grow together in challenges.✓ Engage in learning to the best of your ability. |
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It is everyone's responsibility to remind and support learners where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a learner is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the learner having difficulties. We use positive recognition, as appropriate, to ensure the learner knows we are still there, and we recognise their effort and any changes they have made.

At our school, staff ensure good routines are in place for:

- Start and end of the day.
- Transition times.
- Getting changed for PE.
- Moving around the school.
- Break and lunchtimes.

5 How Do We Teach & Promote Positive Behaviours at Doucecroft

Staff at Doucecroft use a range of strategies to promote positive behaviour, tailored to each learner through MDT planning. These approaches are recorded in the traffic light system within the Student Support Plan (SSP).

- Staff set the tone for positive behaviour across the school.
- We meet our duties under the Equality Act 2010, differentiating approaches where needed to avoid disadvantaging learners with protected characteristics.
- The Wellbeing & Therapy Team reviews learners who show distressed behaviour, low attendance or reduced engagement at half-termly prioritisation and class teams. Identified learners are discussed at MDT meetings attended by relevant professionals and class teams.
- External professionals are involved where required, with plans created and reviewed alongside parents.
- Spiritual, Moral, Social & Cultural Development (SMSC) is embedded throughout learning.
- Any change in behaviour is considered as possible communication of unmet need, mental health difficulty or risk of harm. Staff act as 'stress detectives' exploring triggers and supporting learners to regulate both short and long term.
- Concerns are recorded on School Pod or My Concern.

Building Good Relationships:

We strive to build and maintain good relationships to support learners. We do this by:

- Greeting learners positively at the start of the day and lessons.
- Making time for individual learners and showing interest in their lives.
- Providing structured, engaging environments and clear routines.
- Communicating expectations clearly, using visual and non-verbal methods when needed.
- Being consistent, patient and dependable
- Noticing learners' physical and emotional needs and supporting co-regulation.
- Validating feelings and recognising changes in presentation.
- Managing our own responses and understanding the function of behaviour.
- Using respectful language that separates the learner from the behaviour.
- Ending each day positively and starting fresh the next morning.
- Planning for low-level disruption and using positive reinforcement.

- Using SCERTS-informed supports appropriate to each learner.
- Understanding learner history to provide context for behaviour.
- Ensuring daily opportunities for both structured and spontaneous play.
- Balancing motivating activities with less preferred ones.
- Using descriptive commentary and simple, clear directions that communicate expectation (“Percy, using your fork, thank you”).

Positive Reinforcement such as:

- Use specific verbal praise (learner’s name and clear description) to build intrinsic motivation.
- Offer motivating rewards where appropriate, such as stickers, certificates or short preferred activities.
- Model positive behaviour and describe what the learner did well.
- Recognise achievements through calls or postcards home, certificates, special roles or vouchers.
- Any formal reward system must be agreed at MDT, time-limited, and reviewed once the target is met. Rewards cannot be removed once earned.
- Celebrate achievements through an end of year ceremony.

6 Managing Behaviour By Viewing Behaviour As A Learning Process

At Doucecroft we recognise that behaviour regulation is a developmental process. Learners will naturally test boundaries and may react to stress, confusion, boredom or excitement. Using our relational model, we support learners through guidance and co-regulation so they can develop self-regulation and resilience. Our role as adults is to model calm, help them make positive choices and repair relationships when needed. We prioritise connection before correction and view all behaviour as communication.

Restorative conversations use four core questions:

- What happened?
- What were you thinking or feeling at the time?
- Who has been affected?
- What needs to happen now?

Through psychoeducation, we teach learners how their brain responds to stress and help them recognise early signs of dysregulation. Using co-regulation and the Zones of regulation, we support them to develop strategies they can use independently in the future.

As part of restoration, learners are encouraged to repair harm through an apology or meaningful action. Logical and proportionate sanctions may be used alongside this when appropriate, focusing on learning, responsibility and repairing relationships.

When behaviour escalates, staff use de-escalation strategies, such as:

- Adjusting communication, tone and body language.
- Offering alternative spaces or movement breaks.
- Showing care and maintaining calm, respectful body language.
- Using distraction or a change of staff where helpful.

Transitions can be challenging. Communication Passports help staff understand each learner’s preferences, interest and communication style to support smoother transitions and reduce anxiety.

7 Sanctions

Sanctions can be a useful response to behaviours, remembering that some behaviours result in positive sanctions. When responding to unwanted behaviour, the sanctions we use at Doucecroft always look at the incident with the knowledge of the stress response (and how the brain reacts), the relational model and with the aim to repair and restore through relationships.

Our school applies sanctions using the following principles:

- Adults are clear it is a sanction.
- Sanctions are delivered with empathy and understanding of the context.
- Sanctions are logical and fair.
- Sanctions are appropriate to the learners level of understanding.
- Sanctions keep learners safe – They can be proactive based on lessons learnt from previous incidents.
- Sanctions protect the relationship.

Evidence shows that sanctions alone have limited long-term effects, so it is important for the learner to see a logical link between their behaviour and the response. Sanctions should, wherever possible, have a clear link to the incident and help the learner to learn how to behave more appropriately should a similar situation occur again, tailoring to the needs of the individual.

It is helpful to view sanctions as protective and/or educational. Best practice suggests that all protective sanctions should run alongside educational sanctions, as it is unlikely that long-term change will occur without this.

Protective Sanctions: These are required to protect the rights of others and keep a learner safe. At Doucecroft, this may include:

- Co-regulation to help develop self-regulation strategies.
- Increased staff ratio.
- Change of school day/timetable.
- Arrangements for access to outside space.
- Learner escorted in stressful situations.
- Differentiated teaching space.

Educational Sanctions: At Doucecroft, we use these to teach, encourage, support and motivate the learner to behave differently next time through better understanding. These should always be logical, appropriate and proportionate. Examples include:

- Ensuring the learner completes the task they have disrupted.
- Rehearsing/modelling situations through intentional teaching of prosocial behaviour.
- Ensure the learner assists with repairs where they have caused damage, when possible and practical.
- Intentionally provide educational opportunities for the learner linking to the impact of certain actions and behaviours.
- Providing the learner with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships.

Use of Suspension as a Sanction:

Our school still applies the protective and educational approach to sanctions even if the outcome is suspension: protective as a suspension insists on a short term change in routine and becomes educational when the provision is more personalised to meet the child/young person's needs.

Appropriate use of suspension is to allow the adults time to make the necessary adjustments to meet the needs of the learner going forward. This includes:

- Reflecting, identifying needs and amending plans.
- Using the time to prepare psychoeducation or other appropriate interventions to support.
- Using co-regulation to develop self-regulation strategies.

We understand that whilst a suspension might mark a break from the challenge for school staff, this is often not the case for the child/young person. Reflection and restoration are still essential to enable the learner and staff to learn from the situation, to not carry unresolved shame with them, and to remain hopeful for the future.

To achieve this, suspensions are issued with kindness and compassion. At our school we will always explain why the suspension is happening, separate the learner from their behaviours and ensure they have a safe adult who provides unconditional positive regard. We also provide hope for their return by planning for their reintegration and providing opportunities for them to share their views.

We refer to the [Education Access Team's Suspension Guidance](#).

Use of Permanent Exclusion as a Sanction:

Doucecroft follows the DfE reasons for exclusion (see Appendix). Permanent exclusion is considered only in exceptional circumstances and guided by three key questions:

- Is exclusion absolutely necessary?
- Is it in the best interests of the learner?
- Is it in the best interests of the wider school community?

To sustain hope for the future, exclusion is framed as access to an alternative safe and supportive space, not a punishment.

When on a rare occasion exclusion is required, Doucecroft ensures:

- A positive and respectful goodbye with appropriate closure.
- A thorough handover to the new school/setting.
- The learner takes their work with them to share achievements and strengths.
- Opportunities for restoration to support their relationship with education.
- Encouragement to build new positive relationships and a sense of belonging.

As Doucecroft seeks to understand behaviour, we do not exclude for 'Persistent Disruptive Behaviour' as there are 14 alternatives which provide a far more meaningful description of behaviours.

We refer to the [Education Access Team's Exclusion Guidance](#).

The school keeps a record of suspensions and exclusions.

8 Harm from Dysregulated (Distressed) Behaviour

Our school always prioritises the safety and welfare of all staff and learners, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

9 Supporting Those Who Have Been Harmed

Our staff and learners receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be

times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times, our school ensures that this person (adult or learner) is fully supported.

We always consider the following:

- Are they physically safe and protected?
- Do they need immediate first aid and medical treatment?
- Is there a need for immediate police involvement?
- Ensure they have the opportunity to talk about the incident either with a trusted person or other independent service.
- Give reassurance to reduce feelings of guilt and/or anxiety.

10 Risk Assessment Process

In Doucecroft we use a risk assessment process as the starting point for preventing harm for identified vulnerable learners. It identifies what is likely to cause stress to them, using all the information known about them. Once all this information is collated, a strategy for supporting a situation appropriately and keeping everyone safe can be developed within the Student Support Plan (SSP).

11 Reducing Risk & Restrictive Physical Intervention (RPI) (Control & Restraint) – The Use of Reasonable Force

At our school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent children and young people committing an offence, injuring themselves or others, or damaging property. The latest guidance from the DfE can be found here: [DfE Behaviour in Schools February 2024](#)

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the learner to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately. It is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary and to follow with a learning conversation for staff and learners. At Doucecroft these records are on the School Pod system.

In certain situations, Restrictive Physical Intervention- RPI (known as restraint) may be necessary. RPI is not used as a behaviour management strategy, it is used when there is a risk to the safety of a learner, others or causing or likely to cause damage to property/criminal act.

Each learner has a Student Support Plan (SSP) which clearly identifies specific aspects of behaviour and offers effective support strategies in low arousal and de-escalation techniques and risks associated with the individual learner.

Teachers are responsible for coordinating and producing SSP's, based upon behavioural assessments, and in consultation with classroom staff, Therapy Team (SaLT, OT, and Music Therapy), Wellbeing Team and parents/carers.

Where appropriate teachers will always seek to include learners input to the SSP by adding identified strategies .

Doucecroft School has a responsibility to protect all individuals in their care and will act in the individuals 'Best Interests'.

An RPI is not a sanction, and the focus of training is around de-escalation rather than needing to physically intervene, it is the last option in helping a learner regain control and re-establish a safe environment for everybody. Such intervention must be reasonable, proportionate and absolutely necessary for the shortest time possible and staff are taught to use a gradual and graded approach.

Examples of high level behaviour at Doucecroft which may lead to the use of restrictive physical intervention:

- Seriously damaging property that may put themselves or others at potential risk.
- Moving towards danger, seriously hurting self or grabbing or threatening others.

An RPI is implemented in line with Team-Teach Techniques and only carried out by staff who have been trained. Training includes positive behavioural supports, de-escalation and using a holistic approach. Team-Teach aims to safeguard people and services whilst helping to reduce risk, restraint and restriction.

“Team-Teach techniques seek to avoid injury to the individual, but it is possible that bruising or scratching may occur accidentally. These should not be presumed to indicate a failure of professional technique. They may be a regrettable side effect of attempts to keep people safe.” (*Team-Teach Tutor Manual v2018 3*)

All Incident reports and associated paperwork must be completed within 24hrs but after staff have had opportunity to recover. Staff support learners giving them the opportunity to debrief from the RPI. When learners are debriefing members of staff should use this as a time for exploring the learners’ views and looking together at other choices that could happen should the situation occur again. This should be used as an opportunity to rebuild relationships and is a non-blaming process. Staff are also expected to debrief following incidents of RPI.

The use of RPI may be required when learners behave in a manner that has not been foreseen by a risk assessment, where strategies have been unsuccessful or in unavoidable situations. Effective Risk Assessments, together with well-planned preventative strategies included in the SSP, will help keep use of RPI to a minimum.

School Pod System is used to record all accidents and incidents within 24hrs

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by preferred method of communication and it should then be followed up in writing.

12 Screening & Searching Children & Young People

At our school we are all aware that there are legal provisions which enable school staff to confiscate items from children and young people:

DfE Advice for Schools July 2022 - [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/107202/20220707-searching-screening-and-confiscation.pdf)

From this guidance, our staff understand that they must consult with the Headteacher or members of the school’s senior management team, in the Headteachers’ absence, to discuss the reasons and risks for considering a confiscation of items. These items must be deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the Headteacher should use their discretion about whether the item is returned to the learner or to their parent/guardian. Items returned to them should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the Headteacher should ensure that the parent/guardian is made aware that an item has been confiscated –via phone call. This will be logged appropriately.

At Doucecroft, the Headteacher has the power to search without consent for “prohibited items” including:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Any article that the member of staff reasonably suspects has been or is likely to be used:
 - To commit an offence.
 - To cause personal injury to, or damage to property of; any person, including the learner.
- An article specified in regulations:
 - Tobacco and cigarette papers;
 - Fireworks;
 - Pornographic images.

The school can rely on CCTV footage to help reach their decision. These powers apply regardless of whether any prohibited item is found on the learner.

13 How We Support Children & Young People With Additional Social, Emotional & Mental Health Needs

At our school, we acknowledge that some learners will have, at times, additional needs. We recognise that learners may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include learners displaying challenging, disruptive or stress-related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the child/young person’s life (staff, family, professionals) in order to best meet their needs. At Doucecroft, this is done in the context of reviewing EHCP and SSP. We recognise the needs of learners with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these learners, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

Recognising that ‘flexible consistency’ allows for personalisation and reasonable adjustments, staff in our school are trusted to apply this policy with discretion through their knowledge of the child/young person’s context. This includes integration between policies which enables staff to seek the views of internal school leads for SEND, Mental Health, Wellbeing Support and Safeguarding to ensure that use of all the policies enable a fair and informed decision.

We understand that the communicating behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive to help learners to return to a place of regulation, within their ‘Window of Tolerance’, as only then will the child or young person be in a place to learn, connect and thrive.

14 Ways To Support Understanding

At our school we believe that understanding what the behaviour is communicating to us is the first part for planning a response.

Our Principles - the things we will do as adults *(schools to adapt as necessary)*

All staff

- Seek to understand the communication behind the behaviour.
- Keep the relationship at the forefront when seeking to restore and repair (connection before correction).
- Model compassion and kindness, provide hope and support, connection and belonging.
- Understand that any event in a learner's life can impact on how they think, feel and act.
- Use of logical consequences rather than just simply punishments or sanctions.
- Provide routines, set limits and have clear boundaries.
- Regulate our own emotions.
- Co-regulate with learners and help them to develop self-regulation strategies for the future.

Head Teacher

- Leads on all aspects of this policy and model the expectations for all staff.
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk.
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to.
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented.
- Is the only person authorised to suspend or exclude a child or young person (or the Deputy Headteacher in their absence).

Other Senior Leaders

- Lead on all aspects of this policy and model the expectations for all staff.
- Ensure the policy is implemented effectively.
- Ensure all staff are appropriately trained.
- Oversee the specific needs of all learners across the school.
- Provide support to staff, learners and parents/carers as necessary.
- Link with outside agencies to access additional services.
- Ensure that all tracking and reporting of incidents and additional needs are up to date.

Classroom Staff

- Plan the teaching and learning for all learners.
- Include parents/carers in personalised planning for their child.
- Communicate regularly with parents/carers about their child's needs.
- Provide specific support for learners experiencing any difficulties, whether this is an ongoing need or a short term difficulty a learner may be having.

Family

- Inform the school of any concerns about changes in their learner's behaviour, emotional wellbeing or mental health.
- Have open conversations with the school.
- Engage with support offered by the school and other agencies to further support their child/young person's needs.

Trustees

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored.
- Undertake their statutory role around suspension and exclusion.
- Ensure that all staff receive purposeful training in order that they can undertake their role.

15 Training & Support For Staff

Staff receive induction training on behaviour management, including low arousal strategies, de-escalation and the use of Restrictive Physical Intervention, with on-going CPD throughout the year.

Wellbeing is a priority. Staff are encouraged to seek help when needed, and we support one another in a nurturing way. All staff have access to regular supervision, RPI debriefs, weekly class meetings, online counselling, wellbeing support and the school gym.

Where an allegation is made, staff are supported by a member of the Senior Management Team and may be suspended with pay whilst information is gathered. This is a neutral, non-disciplinary measure. Further details are available in the Safeguarding and Child Protection Policy.

16 Monitoring

This behaviour policy will be reviewed by the Headteacher every year. At each review, the policy will be approved by the Headteacher, sent to the Chief Executive for final approval before being ratified by the Board of Trustees.

17 Further Guidance & Links with Legislation & Advice from DfE

- SEND Code of Practice: 0–25 years (2015 statutory guidance; page updated 12 September 2024).
- Keeping children safe in education (DfE, in force from 1 September 2025).
- Suspensions and permanent exclusions guidance (DfE, in force from 1 September 2024) – applied as good practice for independent schools.
- Reducing the need for restraint and restrictive intervention (DHSC & DfE, June 2019).
- Use of reasonable force in schools (DfE, last updated 15 January 2025).
- Searching, screening and confiscation – advice for schools (DfE, July 2022; in force from 1 September 2022).
- Behaviour in schools: advice for headteachers and school staff (DfE, February 2024).

Doucecroft related policies:

- Preventing and Responding to Bullying Policy.
- E-Safety Policy.
- Safeguarding & Child Protection Policy.
- Staff Professional Code of Conduct.
- Educational Visits Policy.
- Guidance on use of quiet spaces.
- Curriculum Policy.
- Mobile Policy.

18 Appendices

Notes on the following Appendices

The following Appendices contains ways to help us to understand the behaviour.

Appendix 1: A tool for understanding and reframing behaviour

https://docs.google.com/document/d/1IBY8yDHZFRGDWW0XTT8vpmHlHcJjPc9S/edit?usp=drive_link&oid=113312010362875989329&rtpof=true&sd=true

Appendix 2: STAR Analysis

https://docs.google.com/document/d/1ffwTtYwnkmafrSxdaILINS7aQh0VP0UW/edit?usp=drive_link&oid=113312010362875989329&rtpof=true&sd=true

Appendix 3: Adult Response Plan

https://docs.google.com/document/d/1JtTz2SoMWgo1AVqdmAtqSWGgQf-H8Ssr/edit?usp=drive_link&oid=113312010362875989329&rtpof=true&sd=true

Appendix 4: Recording flow chart

https://docs.google.com/document/d/1leEDeGbf10UI8f66ZhMKXlzu2MyWS9wS/edit?usp=drive_link&oid=113312010362875989329&rtpof=true&sd=true

Appendix 5: Risk Assessment for searching a learner, their possessions or room

https://docs.google.com/document/d/1jEY6rsJCAeJVfwULJTN4ZJsmj6bUJnk9/edit?usp=drive_link&oid=113312010362875989329&rtpof=true&sd=true

Appendix 6: MDT referral pathway & referral form.

MDT referral form: https://docs.google.com/document/d/1-Bcdw43nbUt6JeDN3OZz_2XU3J_Wil4cj1qvNCCxqLg/edit?usp=drive_link

https://docs.google.com/document/d/1-Jfo99hrAWAp1MIQEPp0E7kfawvHfGkl/edit?usp=drive_link&oid=113312010362875989329&rtpof=true&sd=true

Appendix 7: DfE Exclusion Codes

There are 15 DfE exclusion codes that can be used to record why a learner is excluded:

PP – Physical Assault against a learner	PA – Physical Assault against an adult	VP – Verbal abuse/ threatening behaviour against a learner
VA – Verbal abuse/ threatening behaviour against an adult	OW – Use or threat of use of an offensive weapon or prohibited item	BU – Bullying
RA – Racist abuse	LG – Abuse against sexual orientation and gender identity	DS – Abuse relating to disability
SM – Sexual misconduct	DA – Drug and alcohol related	DM – Damage
TH – Theft	MT – Inappropriate use of social media or online technology	DB – Persistent or general disruptive behaviour