



Positive Behaviour, Relationships & Emotional Regulation Policy

Approved by: Board of Directors

Policy Owner: Storyy Education

Responsible Senior Lead: Natalie Lee

Date Approved: August 2026

Review Cycle: Annually and as required

Next Review Date: August 2027

Version: 2.0

Contents

1. Policy Statement, Philosophy and Principles	3
2. Roles, Responsibilities and Shared Expectations.....	6
3. The Storyy Behaviour Framework.....	11
4. Promoting Positive Behaviour and Emotional Wellbeing.....	15
5. Responding to Behaviour and Restorative Practice	20
6. Behaviour Recording, Monitoring and Safeguarding	26
7. Managing High-Risk Behaviour, Restrictive Practice and Safety	30
8. Governance, Safeguarding and Quality Assurance.....	34
Appendix A – Storyy Behaviour Response Model	39
Appendix B – Behaviour Incident Levels	40
Appendix C – Behaviour Recording Matrix	41
Appendix D – Reflection Day & Reintegration Process	43
Appendix E – Prohibited Items & Searching Guide.....	44

1. Policy Statement, Philosophy and Principles

1.1 Policy Statement

Storyy Education is committed to creating safe, nurturing and aspirational learning environments where every Student is respected, valued and supported to achieve their full potential. We believe that positive relationships are the foundation of successful learning and that behaviour should always be understood within the context of a student's experiences, developmental stage, individual needs and current circumstances.

As an alternative provision provider, Storyy Education works with many Students who have experienced disrupted education, trauma, adverse childhood experiences (ACEs), emotionally based school avoidance, exclusion, unmet special educational needs, mental health difficulties or other significant barriers to learning. We recognise that these experiences can affect how Students communicate, regulate emotions, build relationships and engage with education.

For this reason, Storyy Education adopts a trauma-informed, relationship-based and restorative approach to behaviour. We seek to understand behaviour before responding to it, recognising that behaviour is often a form of communication rather than simply an act of defiance or non-compliance.

Positive behaviour is actively taught, modelled and reinforced through consistent relationships, high expectations, clear boundaries and personalised support. Every interaction provides an opportunity to build confidence, strengthen emotional wellbeing, develop resilience and promote lifelong skills for education, employment and adulthood.

Behaviour management at Storyy Education is never viewed in isolation. It forms part of a wider approach to safeguarding, wellbeing, emotional development and educational engagement. Staff work collaboratively with Students, families, commissioning schools, local authorities and partner agencies to identify barriers, reduce risk and promote sustained positive outcomes.

Storyy Education believes that every Student deserves the opportunity to repair relationships, learn from mistakes and experience success. Our approach focuses on understanding, reflection, accountability and personal growth rather than punishment or shame.

Staff understand that behaviour is often a form of communication and should never be viewed in isolation. Changes in behaviour, attendance, emotional wellbeing or presentation may indicate unmet needs or safeguarding concerns requiring further exploration.

1.2 Our Mission

Every Student Has a Brighter Future.

At Storyy Education, this is more than our mission, it underpins every decision we make.

We believe that every Student, regardless of their previous experiences, behaviour or educational history, has the capacity to succeed when provided with the right relationships, opportunities and support.

Many of our students arrive having lost confidence in education, adults or themselves. Our role is to rebuild those relationships through consistency, compassion, high expectations and belief in every individual's potential.

'We're creating a world where every Student has a brighter future'

Our culture is built upon respect, trust, safety and belonging. We strive to create environments where Students feel emotionally secure enough to take risks in their learning, develop positive relationships and become active participants in shaping their own future.

1.3 Behaviour as Communication

Storyy Education recognises that behaviour is a form of communication.

Behaviour often reflects an unmet need, emotional dysregulation, anxiety, trauma response, sensory need, communication difficulty or other barrier affecting a student's ability to regulate and engage successfully.

Rather than asking:

"What is wrong with this Student?"

Staff are encouraged to ask:

"What has happened to this Student, what are they communicating and how can we best support them?"

This approach does not lower expectations or excuse unsafe behaviour. Instead, it enables staff to respond professionally, consistently and proportionately while maintaining high aspirations for every Student.

Staff seek to identify the underlying function of behaviour, recognising that effective behaviour support begins with understanding rather than assumption.

1.4 The RESET Philosophy

The Positive Behaviour, Relationships and Emotional Regulation Policy are underpinned by the RESET framework.

RESET recognises that lasting behavioural change occurs when Students experience success across eight interconnected areas of personal development.

Positive behaviour is developed by strengthening:

- **Confidence & Self-Belief** – believing in their ability to succeed and make positive choices.
- **Emotional Wellbeing** – recognising, understanding and regulating emotions safely.
- **Life Skills** – developing independence, resilience, responsibility and problem-solving.
- **Education & Learning Pathways** – engaging positively with learning and developing aspirations.
- **Positive Relationships & Mentoring** – building trusting relationships with adults and peers.
- **Purpose & Motivation** – recognising strengths, setting goals and celebrating progress.
- **Inclusion & belonging** – feeling accepted, respected and part of a positive community.
- **Leadership & Voice** – taking ownership of decisions, influencing positive change and developing self-advocacy.

Every behaviour intervention should support one or more of these drivers, ensuring that responses contribute to long-term personal growth rather than simply resolving immediate incidents.

'We're creating a world where every Student has a brighter future'

1.5 Stage Not Age

Storyy Education recognises that many Students access learning at developmental stages that differ from their chronological age due to interrupted education, trauma, SEND, neurodiversity or emotional development.

Behaviour expectations, interventions and support strategies are therefore based upon developmental need rather than age alone.

This does **not** mean that expectations are lowered. Instead, staff provide appropriate levels of scaffolding, modelling and support while maintaining consistently high aspirations for every Student.

Reasonable adjustments will always be considered where appropriate in accordance with the Equality Act 2010 and the SEND Code of Practice.

1.6 Trauma-Informed Practice

Trauma-informed practice underpins every aspect of behaviour support at Storyy Education.

Staff understand that trauma may affect emotional regulation, executive functioning, communication, trust in adults, memory, concentration, sensory processing, resilience, relationships and a young person's perception of threat.

Behaviour responses therefore prioritise safety, predictability, consistency and connection.

Whenever possible, staff seek to regulate before educating and connect before correcting.

High expectations remain essential; however, they are delivered through calm, consistent and relational practice rather than confrontation or shame.

1.7 The PACE Approach

Storyy Education uses the principles of PACE (Playfulness, Acceptance, Curiosity and Empathy) to strengthen relationships and promote emotional regulation.

PACE supports staff to respond to behaviour with professionalism, compassion and curiosity while maintaining appropriate boundaries.

Staff seek to build trusting relationships, remain emotionally available during periods of distress, respond calmly to dysregulation, use curiosity to understand behaviour, demonstrate empathy whilst maintaining accountability and support reflection and repair following incidents.

PACE is not a behaviour management technique but a relational approach that supports emotional safety and long-term behavioural development.

1.8 Policy Aims

This policy aims to:

- promote a safe, calm and inclusive learning environment;
- develop positive relationships built on mutual respect;
- teach and reinforce positive behaviours explicitly;
- support emotional regulation and resilience;
- recognise behaviour as communication whilst maintaining appropriate boundaries;
- ensure all Students experience consistency, fairness and dignity;
- reduce the need for restrictive practices through early intervention and skilled de-escalation;

'We're creating a world where every Student has a brighter future'

- ensure behaviour management contributes to safeguarding and wellbeing;
- provide clear procedures for responding to behaviour that challenges;
- support staff to implement consistent trauma-informed practice;
- promote restorative approaches that encourage accountability, reflection and relationship repair;
- ensure behaviour information is accurately recorded and analysed through Hapio Journey;
- work collaboratively with families, commissioning schools and partner agencies to improve outcomes.

1.9 Legislative and Statutory Framework

This policy has been developed with reference to:

- Education Act 1996
- Children Act 1989
- Children Act 2004
- Equality Act 2010
- Human Rights Act 1998
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)
- Keeping Children Safe in Education (KCSIE) 2026
- Working Together to Safeguard Children (latest edition)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (Department for Education)
- Behaviour in Schools: Advice for Headteachers and School Staff
- Searching, Screening and Confiscation: Advice for Schools
- Restrictive Interventions, including use of Reasonable Force in Schools
- SEND Code of Practice: 0–25 Years
- Alternative Provision Statutory Guidance

This policy should also be read alongside Storyy Education's:

- Child Protection and Safeguarding Policy
- Attendance, Engagement and Welfare Policy
- Restrictive Physical Intervention Policy
- Health and Safety Policy
- Online Safety Policy
- Anti-Bullying Policy
- Equality, Diversity and Inclusion Policy
- Staff Code of Conduct
- Student Code of Conduct
- Missing Student / Absconding Policy
- Risk Assessment Policy

2. Roles, Responsibilities and Shared Expectations

2.1 Shared Responsibility

Creating a safe, respectful and positive learning environment is a shared responsibility. Positive behaviour is most effectively developed when Students experience consistency, clear expectations and collaborative support from all adults involved in their education.

‘We’re creating a world where every Student has a brighter future’

Storyy Education believes that behaviour is influenced by relationships, routines, communication, emotional wellbeing and environmental factors. For this reason, behaviour support is not the responsibility of one individual but of everyone working with the student.

Every member of the Storyy Education community has an important role in promoting respectful relationships, modelling positive behaviours and maintaining an environment where all Students feel safe, valued and able to succeed.

2.2 Responsibilities of Storyy Education

Storyy Education will:

- provide a safe, inclusive and nurturing learning environment;
- maintain high expectations for behaviour, attendance and engagement;
- implement a consistent trauma-informed and relationship-based approach across all provisions;
- recognise behaviour as communication whilst maintaining clear and appropriate boundaries;
- teach, model and reinforce positive behaviour and emotional regulation;
- celebrate effort, progress, resilience and achievement;
- ensure behaviour support is personalised to individual need;
- make reasonable adjustments for students with SEND, disabilities or identified additional needs;
- ensure all behaviour management is fair, proportionate and consistent;
- provide appropriate staff training in trauma-informed practice, restorative practice, safeguarding and behaviour support;
- maintain accurate behaviour and attendance records through Hapio Journey and ensure all safeguarding concerns are recorded promptly within CPOMS in accordance with the Child Protection and Safeguarding Policy.
- work collaboratively with parents, carers, schools, local authorities and partner agencies;
- continually review behaviour practice to improve outcomes for Students.

2.3 Responsibilities of Senior Leaders

Senior Leaders are responsible for ensuring that:

- this policy is implemented consistently across all Storyy Education provisions;
- behaviour culture reflects the organisation's vision and values;
- sufficient resources are available to support positive behaviour;
- staff receive appropriate training and professional development;
- behaviour data is regularly monitored and analysed;
- safeguarding and behaviour are considered together when reviewing incidents;
- restorative practice remains central to the organisation's approach;
- quality assurance activities monitor the consistency of behaviour management across all sites;
- behaviour trends are reported to Directors and used to inform organisational improvement.

Senior Leaders are responsible for creating a culture where staff feel supported to manage behaviour professionally and consistently.

2.4 Responsibilities of Provision Managers

Provision Managers are responsible for:

- leading behaviour practice within their provision;

'We're creating a world where every Student has a brighter future'

- supporting staff during behaviour incidents;
- ensuring behaviour concerns are responded to promptly;
- overseeing restorative practice and reintegration processes;
- ensuring behaviour incidents are accurately recorded within Hapio Journey; ensuring that any behaviour incident identifying an actual or potential safeguarding concern is reported immediately to the Designated Safeguarding Lead and recorded within CPOMS.
- reviewing behaviour trends and patterns;
- monitoring behaviour support plans;
- communicating significant behaviour incidents with parents, commissioning schools and local authorities where appropriate;
- ensuring safeguarding procedures are followed whenever behaviour presents a potential risk.

Provision Managers will regularly review behaviour data to identify:

- emerging concerns;
- repeated incidents;
- successful interventions;
- environmental triggers;
- training needs;
- opportunities for further support.

2.5 Responsibilities of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) has specific responsibility for ensuring that behaviour is considered within the wider safeguarding context.

The DSL will:

- review behaviour incidents that indicate potential safeguarding concerns;
- oversee behaviour involving physical aggression, harmful sexual behaviour, discriminatory behaviour, exploitation or significant emotional distress;
- ensure safeguarding referrals are made where appropriate;
- support staff in managing complex behaviour safely;
- contribute to individual Personal Support Plans where safeguarding concerns exist;
- work collaboratively with external agencies;
- monitor vulnerable Students whose behaviour may indicate increased risk;
- ensure behaviour records recorded within Hapio Journey are appropriately cross-referenced with safeguarding records held within CPOMS where behaviour identifies an actual or potential safeguarding concern.

Behaviour concerns must never be considered in isolation from safeguarding responsibilities.

2.6 Responsibilities of Staff

Every member of staff is responsible for promoting positive behaviour.

Staff will:

- build positive, respectful and trusting relationships with Students;
- model calm, respectful and professional behaviour at all times;
- consistently implement Storyy Education's behaviour expectations;
- apply trauma-informed approaches in daily practice;
- seek to understand behaviour before responding;

'We're creating a world where every Student has a brighter future'

- support Students to regulate emotions safely;
- maintain high expectations whilst providing appropriate support;
- use restorative approaches following behaviour incidents;
- celebrate positive behaviour and achievements;
- complete accurate behaviour records using Hapio Journey and immediately record any safeguarding concern within CPOMS in accordance with the Child Protection and Safeguarding Policy.
- report safeguarding concerns immediately;
- contribute to behaviour support planning where appropriate;
- maintain confidentiality and professionalism.

Staff are expected to remain calm during challenging situations and avoid practices that may escalate behaviour unnecessarily.

2.7 Responsibilities of Students

Students are encouraged and supported to take increasing responsibility for their behaviour and learning.

Students are expected to:

- treat others with kindness, dignity and respect;
- contribute to creating a safe learning environment;
- follow reasonable instructions from staff;
- engage positively with learning opportunities;
- communicate respectfully;
- ask for help when needed;
- care for the learning environment;
- respect differences and promote inclusion;
- take responsibility for repairing relationships when mistakes occur;
- participate honestly in restorative conversations;
- work towards personal behaviour and wellbeing goals.

Storyy Education recognises that Students will require different levels of support to achieve these expectations. Expectations will therefore be implemented using a stage-not-age approach and appropriate reasonable adjustments.

2.8 Responsibilities of Parents and Carers

Storyy Education values positive partnerships with parents and carers.

Parents and carers are encouraged to:

- support regular attendance and punctuality;
- communicate concerns promptly;
- work collaboratively with Storyy Education to support behaviour and emotional wellbeing;
- attend review meetings where requested;
- reinforce positive behaviour at home where appropriate;
- share information that may affect their child's wellbeing or behaviour;
- support agreed behaviour or risk management plans.

Storyy Education recognises that families may themselves require support and will seek to build relationships based upon trust, respect and open communication rather than blame.

2.9 Responsibilities of Commissioning Schools and Local Authorities

As an alternative provision provider, Storyy Education works in partnership with commissioning schools and local authorities.

Commissioners are expected to:

- provide relevant educational, safeguarding and behavioural information before placement;
- share current risk assessments and behaviour support plans;
- communicate changes to a student's circumstances promptly;
- attend review and reintegration meetings where appropriate;
- work collaboratively to review support where behaviour presents increasing concern;
- fulfil their own statutory responsibilities regarding attendance, suspension, exclusion and safeguarding.

Storyy Education will provide timely and accurate behaviour information to support these responsibilities.

2.10 Positive Behaviour Starts with Adults

Storyy Education recognises that adult behaviour has a significant influence on Student's behaviour.

All adults are expected to model the behaviours they seek to develop in others by demonstrating:

- kindness;
- patience;
- consistency;
- empathy;
- professionalism;
- emotional regulation;
- respectful communication;
- fairness;
- honesty;
- accountability.

Students learn through relationships. Staff therefore strive to create interactions that promote trust, safety and belonging whilst maintaining clear boundaries and high expectations.

2.11 Shared Commitment

By working together, Storyy Education, Students, families, commissioning schools and partner agencies create an environment where positive behaviour can flourish.

Our shared commitment is to ensure that every interaction helps Students to:

- feel safe;
- build trusting relationships;
- understand themselves;
- regulate their emotions;
- develop confidence;
- make positive choices;
- learn from mistakes;
- repair relationships;
- achieve success;
- prepare for a brighter future.

'We're creating a world where every Student has a brighter future'

Positive behaviour is not simply about managing incidents, it is about developing the knowledge, skills, confidence and resilience that enable every Student to thrive in education, employment and life.

3. The Storyy Behaviour Framework

3.1 Our Behaviour Framework

At Storyy Education, positive behaviour is not achieved through punishment, fear or compliance alone. Instead, it is developed through positive relationships, emotional safety, consistency, clear boundaries and high-quality teaching of social, emotional and behavioural skills.

Our Behaviour Framework provides a consistent approach for all staff, ensuring every Student experiences predictable, supportive and fair responses regardless of the setting, member of staff or type of provision.

The framework is built upon five core principles:

- Relationships before compliance.
- Behaviour is communication.
- Regulation before education.
- High support alongside high expectations.
- Restoration rather than punishment.

These principles underpin every interaction between staff and Students and guide all decisions relating to behaviour management, safeguarding and emotional wellbeing.

Behaviour support at Storyy Education is never about "winning" confrontations. It is about helping Students understand themselves, regulate emotions, repair relationships and develop the skills needed to succeed beyond Storyy Education.

3.2 The RESET Approach

RESET is Storyy Education's therapeutic and educational framework. It recognises that sustainable behavioural change occurs when Students experience success across multiple aspects of their personal development rather than focusing solely on behaviour itself.

Behaviour is therefore viewed as one outcome of wider emotional, social and educational development.

Every behaviour intervention should contribute towards one or more of the eight RESET Drivers.

Confidence & Self-Belief

Students who believe they can succeed are more likely to engage positively, persevere through challenge and recover following setbacks.

Staff develop confidence by recognising effort before outcome; celebrating progress; providing achievable challenge; encouraging independence; promoting positive self-talk.

Emotional Wellbeing

Emotional regulation is central to positive behaviour.

Staff support Students to recognise emotions, understand triggers, develop regulation strategies, communicate feelings appropriately, recover following periods of dysregulation.

‘We’re creating a world where every Student has a brighter future’

Life Skills

Positive behaviour supports the development of lifelong skills including responsibility, organisation, communication, problem-solving, resilience, self-management.

Education & Learning Pathways

Positive behaviour enables learning.

Staff promote attendance, punctuality, engagement, perseverance, curiosity, readiness to learn.

Positive Relationships & Mentoring

Every relationship matters.

Staff seek to build trust, consistency, belonging, mutual respect, psychological safety.

Strong relationships provide the foundation upon which behavioural growth can occur.

Purpose & Motivation

Students are encouraged to set goals, recognise strengths, celebrate achievements, develop aspirations, understand the purpose behind their learning.

Inclusion & Belonging

Students learn best when they feel accepted.

Storyy Education promotes equality, diversity, inclusion, respect for differences, positive peer relationships, community participation.

Leadership & Voice

Students are encouraged to express opinions respectfully, influence decisions, accept responsibility, solve problems collaboratively, contribute positively to the Storyy community.

3.3 Behaviour is Communication

Storyy Education recognises that behaviour communicates information.

Behaviour may communicate anxiety, fear, frustration, confusion, shame, sensory overload, unmet emotional needs, communication difficulties, previous trauma, attachment difficulties, mental health needs, social misunderstanding.

Understanding behaviour does **not** remove accountability.

Instead, understanding enables staff to provide the most effective response while maintaining safety, boundaries and high expectations.

Staff therefore consider:

- What is the student communicating?
- What happened immediately before the behaviour?
- What need may be unmet?
- What support is required?
- How can we help the student succeed next time?

3.4 Regulation Before Education

Learning cannot take place effectively when a student is overwhelmed by stress, fear or emotional dysregulation.

Storyy Education therefore prioritises emotional regulation before attempting to address learning or behaviour.

Where appropriate, staff may:

- reduce environmental demands,
- lower sensory stimulation,
- provide reassurance,
- offer regulation strategies,
- use calm communication,
- allow appropriate processing time,
- support co-regulation.

Once the Student is emotionally regulated, learning, reflection and restorative conversations become significantly more effective.

Regulation is not viewed as avoiding consequences, it is recognised as the first step towards meaningful learning and accountability.

3.5 Co-Regulation

Many Students accessing Storyy Education have not yet developed consistent self-regulation skills.

Adults therefore provide co-regulation by:

- remaining calm,
- using predictable routines,
- maintaining consistent boundaries,
- regulating their own emotional responses,
- modelling positive coping strategies,
- helping Students identify emotions,
- supporting problem-solving.

As confidence develops, responsibility gradually transfers from adult-supported co-regulation towards independent self-regulation.

3.6 Stage Not Age

Storyy Education recognises that developmental age does not always reflect chronological age.

Behaviour expectations are therefore implemented according to the students:

- emotional development,
- communication abilities,
- SEND profile,
- trauma history,
- cognitive development,
- previous educational experiences,
- individual strengths.

This approach ensures that support is appropriately matched whilst maintaining consistently high aspirations.

‘We’re creating a world where every Student has a brighter future’

Reasonable adjustments are implemented where appropriate in accordance with the Equality Act 2010.

3.7 The PACE Approach

Storyy Education adopts the principles of **PACE** (Playfulness, Acceptance, Curiosity and Empathy) developed by Dr Dan Hughes.

PACE provides a relational approach that supports emotional safety, trust and secure relationships.

Playfulness; Staff use warmth, humour and appropriate light-hearted interactions to reduce anxiety, build trust and strengthen relationships.

Acceptance; Staff separate the student from the behaviour. Feelings are accepted without judgement, while unsafe behaviours continue to be addressed appropriately.

Curiosity; Rather than making assumptions, staff seek to understand behaviour through respectful curiosity. Questions focus upon understanding rather than blame.

Empathy; Staff demonstrate genuine understanding of the student's experience whilst maintaining appropriate expectations and boundaries. Empathy does not mean lowering expectations, it means supporting Students to achieve them.

3.8 Restorative Practice

Restorative practice is central to Storyy Education's behaviour approach.

Following incidents, staff seek to:

- understand what happened,
- explore thoughts and feelings,
- identify who has been affected,
- consider the impact of behaviour,
- repair relationships,
- rebuild trust,
- agree strategies for the future.

Restorative conversations only take place when the student is emotionally ready to participate.

The purpose is learning and relationship repair rather than punishment.

3.9 High Support, High Expectations

Storyy Education maintains consistently high expectations for all Students.

These expectations are delivered through encouragement, consistency and personalised support rather than fear or humiliation.

Staff will:

- maintain calm, respectful communication,
- provide clear expectations,
- reinforce positive behaviour,
- respond consistently,
- avoid public confrontation where possible,

'We're creating a world where every Student has a brighter future'

- recognise individual progress,
- challenge behaviour without damaging relationships.

Students are expected to take increasing responsibility for their choices while knowing that mistakes are opportunities for learning, reflection and growth.

3.10 The Storyy Behaviour Cycle

Every behaviour response at Storyy Education follows the same underlying cycle:

1. **Recognise** – Identify the behaviour and assess immediate safety.
2. **Regulate** – Support emotional regulation using trauma-informed strategies.
3. **Respond** – Apply calm, consistent and proportionate behaviour support.
4. **Reflect** – Explore the behaviour through restorative conversation when the student is ready.
5. **Repair** – Restore relationships, repair harm where appropriate and rebuild trust.
6. **Review** – update support plans, risk assessments or interventions where required, record behaviour outcomes within Hapio Journey and ensure any safeguarding concerns are recorded within CPOMS.

This cycle ensures that behaviour incidents are not viewed as isolated events but as opportunities to strengthen relationships, improve understanding and enhance future support.

4. Promoting Positive Behaviour and Emotional Wellbeing

4.1 Creating the Conditions for Success

At Storyy Education, positive behaviour is actively taught, modelled and reinforced. We recognise that behaviour is influenced by relationships, emotional wellbeing, environmental factors, previous experiences, communication, sensory needs and an individual's sense of safety and belonging.

Rather than waiting for behaviours that challenge to occur, staff work proactively to create environments where Students can succeed.

Every member of staff shares responsibility for creating learning environments that are calm, predictable, nurturing, inclusive and trauma-informed learning environments. Staff understand that consistency reduces anxiety and enables Students to engage confidently in learning.

Positive behaviour is promoted through daily routines, positive relationships, clear expectations and responsive support.

4.2 Building Positive Relationships

Positive relationships are at the heart of Storyy Education.

Students are significantly more likely to engage positively when they feel safe, respected, listened to, understood, valued and accepted.

Staff invest time in developing authentic relationships through:

- consistent daily interactions,
- genuine interest in each Student,
- active listening,

‘We’re creating a world where every Student has a brighter future’

- positive communication,
- celebrating success,
- maintaining trust,
- keeping promises wherever possible,
- responding calmly during times of difficulty.

Relationships do not replace boundaries, they strengthen them.

Students should know that adults will remain calm, fair and supportive even when behaviour is challenging.

4.3 Establishing Predictable Routines

Many Students accessing Storyy Education benefit from predictable routines which reduce uncertainty and promote emotional safety.

Staff will establish consistent routines throughout the day including:

- welcoming students positively,
- visual timetables where appropriate,
- explaining expectations clearly,
- preparing students for transitions,
- providing advance warning of changes,
- maintaining calm and structured learning environments,
- ending sessions positively.

Where changes to routines are unavoidable, staff will explain these in advance wherever reasonably practicable.

4.4 Teaching Positive Behaviour

Positive behaviour is explicitly taught rather than assumed.

Staff support Students to develop communication skills, emotional literacy, self-awareness, empathy, resilience, conflict resolution, teamwork, independence, problem-solving, decision-making.

Behaviour is viewed as a learning process.

Students are given opportunities to practise positive behaviours in a supportive environment and receive constructive feedback that promotes continued growth.

4.5 Positive Recognition

Storyy Education believes that recognising success is one of the most effective ways to promote positive behaviour.

Recognition is used to reinforce behaviours that contribute to learning, wellbeing and positive relationships.

Positive recognition may include verbal praise, certificates, RESET achievements, AQA Unit Awards, communication with families and other personalised methods appropriate to the student. Recognition should always be genuine, meaningful and proportionate.

Praise focuses on effort, progress and positive choices rather than solely on outcomes.

4.6 RESET Recognition Framework

Positive recognition is linked directly to the RESET Drivers.

Students may be recognised for demonstrating progress in:

RESET DRIVERS		
EXAMPLES OF POSITIVE RECOGNITION		
We recognise and celebrate positive behaviours that demonstrate growth, resilience and contribution across all areas of a Student's journey.		
RESET DRIVER	EXAMPLES OF POSITIVE RECOGNITION	
	1. Confidence & Self-Belief	Trying something new, demonstrating resilience, believing in themselves.
	2. Emotional Wellbeing	Using regulation strategies, expressing emotions appropriately, asking for support.
	3. Life Skills	Organisation, responsibility, independence, problem-solving.
	4. Education & Learning Pathways	Attendance, engagement, perseverance, completing learning.
	5. Positive Relationships & Mentoring	Respect, kindness, teamwork, supporting others.
	6. Purpose & Motivation	Goal setting, aspiration, determination and personal achievement.
	7. Inclusion & Belonging	Welcoming others, celebrating diversity, contributing positively to the community.
	8. Leadership & Voice	Taking responsibility, helping others, making positive decisions, contributing ideas.
 Every small step forward is celebrated. Positive recognition builds confidence, strengthens relationships and supports every Student to reach their potential. 		

Recognition may include verbal praise, positive feedback, certificates, RESET achievements, AQA Unit Award achievements, reward activities, celebration assemblies, communication with parents or carers, recognition within Hapio Journey.

Recognition systems remain flexible to reflect the individual needs, interests and motivations of each Student.

4.7 Behaviour Expectations

Storyy Education maintains high expectations for all members of its community.

Students are encouraged to:

- be respectful,

'We're creating a world where every Student has a brighter future'

- be kind,
- be honest,
- be safe,
- try their best,
- take responsibility for their actions,
- respect differences,
- care for themselves, others and the environment,
- ask for help when needed,
- contribute positively to the learning community.

Expectations are taught, revisited and reinforced regularly.

Where a student experiences difficulty meeting these expectations, staff will provide additional guidance and support rather than relying solely on sanctions.

4.8 Behaviour That Challenges

Storyy Education recognises that behaviour which challenges often reflects underlying need rather than deliberate defiance.

Behaviours that may require additional support include but are not limited to:

- verbal aggression,
- physical aggression,
- discriminatory language or behaviour,
- bullying,
- sexual harassment or sexual violence,
- property damage,
- theft,
- absconding,
- refusal to engage,
- disruptive behaviour,
- unsafe behaviour,
- possession of prohibited items,
- substance misuse,
- repeated refusal to follow reasonable instructions.

The presence of behaviours that challenge does not reduce the dignity, value or potential of the student.

Staff will seek to understand the underlying causes whilst ensuring the safety of everyone involved.

Some behaviour incidents may constitute child-on-child abuse and will therefore be managed under the Child Protection and Safeguarding Policy rather than solely as behavioural matters.

4.9 Early Intervention

Early intervention is central to Storyy Education's approach to promoting positive behaviour and emotional wellbeing. Staff are expected to remain observant to changes in a student's presentation, recognising that subtle differences in mood, emotional regulation, body language, communication, engagement, social interaction, attendance or patterns of behaviour may indicate that additional support is required. By identifying concerns at the earliest opportunity, staff are better able to understand underlying needs, reduce barriers to learning and prevent situations from escalating into more significant behavioural or safeguarding concerns.

Where emerging concerns are identified, staff will respond promptly using a range of supportive, trauma-informed strategies tailored to the individual Student's needs. These may include relationship-based conversations, emotional check-ins, mentoring, sensory or regulation breaks, environmental adjustments, restorative discussions, reduced demands where appropriate, enhanced pastoral support or other personalised interventions designed to promote emotional regulation and successful engagement. The primary aim of early intervention is to reduce the likelihood of escalation, strengthen positive relationships and ensure that every Student receives the right support at the right time to remain safe, engaged and ready to learn.

4.10 Individual Behaviour Support

Whilst universal behaviour strategies are effective for the majority of Students, some young people require additional personalised support to enable them to regulate emotions, engage successfully in learning and develop positive behaviours over time. Where behaviour indicates that a student requires more targeted intervention, Storyy Education will develop an individualised support package that reflects their strengths, needs, developmental stage and identified risks. This may include the implementation of Individual Personal Support Plans, Emotional Regulation Plans, Risk Management Plans, Positive Handling Plans where appropriate, personalised timetables, enhanced mentoring, therapeutic interventions, environmental adaptations or other reasonable adjustments designed to promote success and reduce barriers to learning.

Individual Personal Support Plans are developed collaboratively, recognising that effective behaviour support is achieved through partnership working. Wherever appropriate, plans will be developed with the involvement of the student, parents or carers, commissioning schools, local authorities and other relevant professionals to ensure a consistent and coordinated approach. Plans will identify strengths, potential triggers, successful support strategies, agreed responses and clear outcomes and will be reviewed regularly to ensure they remain effective, proportionate and responsive to the student's changing needs.

Staff will consider whether changes in behaviour may reflect emotional wellbeing, trauma, anxiety, emotionally based school avoidance (EBSA), self-harm risk or other vulnerabilities and will seek safeguarding advice where appropriate.

4.11 Recording Positive Behaviour

Storyy Education is committed to recognising and celebrating positive behaviour as consistently as it responds to behaviour that challenges. Staff are encouraged to acknowledge progress, effort and achievement in order to reinforce positive choices, build confidence and support the development of emotional wellbeing and resilience. Positive behaviour is recorded within **Hapio Journey**, enabling staff to capture meaningful achievements such as progress against the RESET Drivers, acts of kindness, leadership, resilience, attendance milestones, successful emotional regulation, personal accomplishments and the outcomes of behaviour or therapeutic interventions.

Recording positive behaviour ensures that every Student's record reflects their strengths as well as any areas requiring additional support. It provides a balanced picture of individual progress, informs future planning and enables Storyy Education to celebrate success with Students, families, commissioning schools and other professionals. By recognising positive behaviour alongside behavioural concerns, the organisation reinforces its commitment to a strengths-based, trauma-informed approach that promotes confidence, motivation and long-term personal development.

4.12 Positive Behaviour Culture

Storyy Education strives to create a culture where every Student feels able to learn from mistakes, celebrate success and believe in their own potential.

Positive behaviour is not defined by perfection.

It is demonstrated through:

- making progress,
- learning from experiences,
- repairing relationships,
- accepting responsibility,
- showing resilience,
- developing confidence,
- treating others with respect,
- contributing positively to the Storyy community.

Every interaction should leave a student feeling more capable, more understood and more hopeful about their future.

5. Responding to Behaviour and Restorative Practice

5.1 Principles

At Storyy Education, behaviour responses are intended to teach, support and protect rather than punish.

When behaviour becomes unsafe or significantly disrupts learning, staff respond in a manner that is:

- calm,
- consistent,
- proportionate,
- trauma-informed,
- restorative,
- focused on maintaining the dignity of everyone involved.

Every response aims to:

- reduce immediate risk,
- restore emotional regulation,
- protect the safety of all individuals,
- understand the factors contributing to the behaviour,
- support the student to reflect,
- repair relationships where appropriate,
- reduce the likelihood of future incidents.

Behaviour responses should always be individualised, recognising that each Student's developmental stage, SEND, emotional wellbeing and previous experiences may influence how they respond to situations.

5.2 The Storyy Behaviour Response Model

All behaviour incidents are managed using the Storyy Behaviour Response Model.

This provides a consistent framework for every member of staff regardless of provision type.

'We're creating a world where every Student has a brighter future'

Step 1 - Recognise

Staff identify:

- what behaviour has occurred,
- immediate risks,
- who may be affected,
- whether intervention is immediately required.

The priority is always maintaining safety.

Step 2 - Regulate

Before behaviour is addressed, staff seek to support the young person to regain emotional regulation wherever it is safe and appropriate to do so. Staff use recognised trauma-informed regulation strategies that are proportionate to the individual and the circumstances, recognising that meaningful reflection and learning can only take place once the young person is emotionally ready. The aim is to reduce distress, restore a sense of safety and create the conditions for successful problem-solving and learning.

Step 3 - Respond

Once immediate safety has been established, staff provide a proportionate response.

Once immediate safety has been established and the young person is emotionally regulated, staff will respond in a calm, consistent and proportionate manner. Responses will always be individualised and may include restorative practice, behaviour support, additional mentoring, communication with parents or carers, review of support plans or other appropriate interventions. Staff will always seek to use the least intrusive response necessary whilst maintaining high expectations and ensuring the safety and wellbeing of everyone involved.

The least intrusive response capable of achieving safety and learning should always be used.

Step 4 - Reflect

When emotionally ready, the student is supported to reflect upon the incident.

When the young person is emotionally ready, staff will facilitate a restorative reflection to support understanding, accountability and personal growth. Reflection focuses on helping the young person understand the impact of their behaviour, consider alternative choices and identify strategies that may support future success. Reflection is intended to promote learning and relationship repair rather than punishment or blame.

Reflection is not intended to embarrass, shame or humiliate.

Step 5 - Review

Following significant incidents, staff will review the effectiveness of the response and determine whether any further action is required. This may include reviewing Personal Support Plans, Risk Assessments, safeguarding arrangements, intervention strategies or multi-agency involvement. Behaviour records will be completed within Hapio Journey and, where safeguarding concerns have been identified, a corresponding safeguarding record will be created within CPOMS in accordance with the Child Protection and Safeguarding Policy.

Behaviour actions are recorded within Hapio Journey. Where the incident identifies an actual or potential safeguarding concern, a safeguarding record must also be completed within CPOMS.

5.3 De-escalation

Storyy Education expects staff to use recognised de-escalation strategies before behaviour reaches crisis point wherever it is safe and appropriate to do so. Staff should respond calmly, communicate respectfully, actively listen, validate emotions without reinforcing unsafe behaviour, offer appropriate choices, reduce environmental demands where possible, allow processing time and maintain predictable boundaries. Staff should avoid approaches that are likely to escalate behaviour unnecessarily, including confrontation, raised voices, sarcasm, public criticism, threats or engaging in power struggles. The objective of de-escalation is to reduce risk, preserve relationships and support the young person to regain emotional regulation.

5.4 Behaviour Support Levels

Storyy Education recognises that not every behaviour requires the same level of intervention.

Universal Support

All Students receive:

- consistent routines,
- positive relationships,
- clear expectations,
- praise and recognition,
- emotional regulation support,
- restorative practice.

Targeted Support

Some Students may additionally receive:

- mentoring,
- emotional regulation programmes,
- personalised behaviour targets,
- increased pastoral support,
- additional communication with parents,
- attendance support,
- behaviour monitoring.

Intensive Support

Where behaviour presents ongoing concerns, support may include:

- Individual Personal Support Plans,
- Risk Management Plans,
- multi-agency planning,
- enhanced mentoring,
- personalised timetables,
- therapeutic interventions,
- additional reviews,
- safeguarding involvement.

5.5 Restorative Conversations

Following behaviour incidents, staff will facilitate restorative conversations once the student is emotionally ready.

Conversations seek to:

- understand events,
- acknowledge feelings,
- consider the impact on others,
- identify learning,
- repair relationships,
- rebuild trust.

Restorative conversations form an essential part of Storyy Education's behaviour approach.

Following behaviour incidents, staff will facilitate structured restorative discussions when the young person is emotionally ready to participate. These conversations focus on understanding what happened, recognising the impact of behaviour, repairing relationships and identifying strategies to support future success. Staff should hold the Restorative in line with that provided in Appendix D to ensure a consistent approach across the organisation.

Restorative conversations are collaborative and solution focused.

5.6 Repairing Harm

Where harm has occurred, staff will support Students to make appropriate repairs.

Where behaviour has resulted in harm to relationships, individuals or property, Storyy Education will support young people to make appropriate and proportionate repairs wherever possible. Repair may involve apologising, restoring relationships, contributing positively to the community, repairing damage where appropriate or demonstrating sustained positive behaviour over time. The purpose of repairing harm is to promote accountability, empathy and personal growth rather than punishment.

Repair should always be proportionate and educational.

5.7 Reflection

Storyy Education may ask a student to complete a structured reflection following significant behaviour.

Reflection is intended to:

- increase self-awareness,
- develop emotional literacy,
- improve problem-solving,
- identify successful coping strategies,
- encourage personal responsibility.

Reflection is never used as a punishment or as a substitute for restorative practice.

5.8 Early Collection, Reflection Days and Suspension Arrangements

5.8.1 Early Collection Following Serious Behaviour

The safety and wellbeing of all Students, staff and visitors is the overriding priority of Storyy Education.

Where a student's behaviour presents an immediate safeguarding risk to themselves, other Students or members of staff and that risk cannot be safely managed within the provision despite appropriate

de-escalation and support strategies, Storyy Education may require the student to be collected immediately by their parent, carer or another authorised adult.

This decision is made solely to protect the immediate safety and welfare of everyone involved and should not be viewed as a disciplinary sanction.

Where early collection is required:

- the parent or carer will be contacted immediately,
- the commissioning school and/or referrer will be informed as soon as reasonably practicable,
- the incident will be recorded on CPOMs, if this identifies an actual or potential safeguarding concern, the processes will be followed in accordance with the Child Protection and Safeguarding Policy,
- the Provision Manager and, where appropriate, the Designated Safeguarding Lead (DSL) will review the incident before the student's return.

5.8.2 Storyy Education's Authority

Storyy Education is an Alternative Provision provider and does not have the statutory power to suspend or permanently exclude a student from education.

Only the Headteacher of the Student's registered school has the legal authority to suspend or permanently exclude a pupil.

Where Storyy Education believes that a serious behaviour incident may warrant consideration of a suspension, the organisation will provide the commissioning school with:

- a factual written account of the incident,
- behaviour records from Hapio Journey,
- any associated safeguarding information recorded within CPOMS,
- details of the support and de-escalation strategies used,
- outcomes of the incident,
- recommendations regarding future support where appropriate.

Following receipt of this information, it remains entirely the responsibility of the Headteacher of the registered school to determine whether a suspension is appropriate.

Any suspension must be implemented by the registered school in accordance with the Department for Education's statutory guidance:

- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England
- together with the school's own Behaviour Policy and statutory procedures.
- Storyy Education will fully cooperate with the commissioning school throughout this process.

5.8.3 Reflection Days

Where a student's behaviour has presented a significant safeguarding risk to themselves, other Students or members of staff, Storyy Education may implement a Reflection Day.

A Reflection Day is **not** a suspension or exclusion.

The threshold for implementing a Reflection Day is separate from, and must not be confused with, the legal and safeguarding threshold for the use of restrictive physical intervention. The

implementation of a Reflection Day does not in itself indicate that restrictive physical intervention was, or would have been, justified. Restrictive physical intervention may only be used in accordance with the Restrictive Physical Intervention and Positive Handling Policy where there is an immediate and significant risk of harm, intervention is necessary, reasonable and proportionate, and no safer or less restrictive option is available.

It is a planned safeguarding and behaviour support intervention designed to provide a short-term **circuit break** following a significant incident.

The purpose of a Reflection Day is to:

- allow heightened emotions to reduce,
- provide a safe period for emotional regulation,
- reduce the likelihood of further incidents,
- review the circumstances surrounding the behaviour,
- complete or update Personal Support Plans,
- review and update individual Risk Assessments,
- review Positive Handling Plans where applicable,
- consider whether additional safeguarding action is required,
- consult with parents, carers, schools and other professionals,
- identify additional support or reasonable adjustments,
- ensure that appropriate support is in place before the student returns.

Reflection Days are intended to support successful reintegration rather than to punish behaviour. In addition, they provide an opportunity to review whether any safeguarding concerns, contextual risks or unmet needs have contributed to the incident, ensuring that appropriate support can be implemented before the student returns.

The decision to implement a Reflection Day will always be proportionate, individualised and based upon the assessed level of risk.

The decision will normally be made by the Provision Manager in consultation with the Managing Director and Designated Safeguarding Lead where appropriate.

5.8.4 Reintegration Meeting

Following every Reflection Day, a planned Reintegration Meeting will take place before the student returns to Storyy Education.

Wherever reasonably practicable, the meeting will include the student, parent or carer, Provision Manager, allocated mentor, representative from the commissioning school and/or local authority where appropriate.

The purpose of the meeting is to support a safe and successful return to learning.

The meeting follows the principles of restorative justice. Its purpose is **not** to punish or criticise the student but to understand the behaviour, identify unmet needs and agree how everyone can work together more effectively moving forward.

The meeting will normally explore:

- what happened,
- the thoughts and feelings of those involved,

- the impact of the behaviour,
- any underlying causes or unmet needs,
- successful de-escalation strategies,
- any safeguarding concerns,
- reasonable adjustments,
- support strategies moving forward,
- agreed expectations for everyone involved.
- Where appropriate, the meeting will also review:
 - Personal Support Plans,
 - Risk Assessments,
 - Positive Handling Plans,
 - Attendance Support Plans,
 - safeguarding actions,
 - external agency involvement.

The emphasis is on learning, repairing relationships, rebuilding trust and promoting future success.

5.8.5 Return to Provision

Following the Reintegration Meeting, Storyy Education will implement any agreed actions before the student resumes their programme.

This may include but not limited to:

- revised Personal Support Plans,
- updated Risk Assessments,
- amended timetables,
- additional mentoring,
- enhanced emotional regulation support,
- revised safeguarding arrangements,
- reasonable adjustments,
- increased communication with parents or carers,
- additional review meetings.

Storyy Education recognises that mistakes provide opportunities for learning.

The aim of Reflection Days and Reintegration Meetings is therefore not to punish behaviour but to strengthen relationships, improve understanding, reduce future risk and ensure that every Student receives the support they need to achieve long-term success.

6. Behaviour Recording, Monitoring and Safeguarding

6.1 Principles

Storyy Education believes that behaviour recording should support better understanding, improved safeguarding and more effective interventions rather than simply recording incidents.

Behaviour information provides valuable insight into a student's emotional wellbeing, educational engagement, relationships and support needs.

For this reason, Storyy Education records both:

- behaviour that challenges and
- positive behaviour, achievements and progress.

The purpose of behaviour recording is to:

- improve support for Students,
- identify emerging concerns early,
- strengthen safeguarding arrangements,
- identify successful interventions,
- support multi-agency working,
- provide accurate information to commissioning schools and local authorities,
- evaluate the effectiveness of interventions.

Behaviour records should always be factual, professional, proportionate and free from personal opinion or judgement.

6.2 Hapio Journey and CPOMS Behaviour Recording

Storyy Education records behaviour electronically using both CPOMS and Hapio Journey. Hapio Journey is the organisation's behaviour, pastoral, attendance and intervention management system. Safeguarding concerns are **not** recorded within Hapio Journey and must instead be recorded within CPOMS in accordance with the Child Protection and Safeguarding Policy. The system provides a secure and auditable record of:

- positive behaviour,
- behaviour incidents,
- restorative conversations,
- emotional presentation,
- regulation strategies used,
- interventions delivered,
- Personal Support Plans,
- risk assessments,
- communication with parents, carers and commissioners,
- follow-up actions,
- behaviour reviews.

Behaviour records form part of the student's wider educational and safeguarding record.

Storyy Education uses two separate systems to ensure clear governance and effective safeguarding:

- **Hapio Journey** is used to record changes in behaviour, attendance, interventions, Personal Support Plans, positive behaviour.
- **CPOMS** is the organisation's safeguarding recording system and must be used for all safeguarding concerns, child protection records, welfare concerns, disclosures and referrals.

Where a behaviour incident identifies an actual or potential safeguarding concern, staff must record the behaviour within CPOMS.

6.3 Recording Positive Behaviour

Positive behaviour should be recorded as routinely as behaviour that challenges.

Storyy Education is committed to recognising and celebrating positive behaviour as consistently as it responds to behaviour that challenges. Staff are encouraged to record meaningful examples of progress, effort, achievement and positive choices within Hapio Journey, including progress towards the RESET Drivers, emotional regulation, resilience, attendance, leadership, personal achievements

and the successful outcomes of interventions. Recording positive behaviour enables Storyy Education to monitor strengths alongside areas requiring additional support, celebrate individual success and provide a balanced picture of each Student's personal, social and educational development.

Recording strengths enables Storyy Education to celebrate progress and produce balanced reports that reflect the student's development.

6.4 Recording Behaviour Incidents

Where behaviour requires formal recording, staff should complete the incident record within CPOMS as soon as reasonably practicable and before the end of the working day.

The record should include:

- date and time,
- location,
- staff present,
- Students involved,
- factual description of events,
- immediate risks identified,
- de-escalation strategies used,
- outcome of the incident,
- injuries sustained,
- property damage where applicable,
- whether the incident identified an actual or potential safeguarding concern requiring a separate CPOMS record,
- restorative actions completed,
- parent or carer communication,
- school or commissioner notification,
- further actions required.

Records must describe what was seen, heard and done.

Language should remain objective.

6.5 Behaviour Categories

To support consistency of recording and organisational analysis, behaviour incidents are categorised using Storyy Education's Behaviour Recording Matrix. Behaviour categories are maintained within Appendix A and reviewed periodically to ensure they remain consistent with organisational practice, safeguarding requirements and reporting needs.

6.6 Behaviour Severity Levels

Ref: Appendix B

6.7 Safeguarding and Behaviour

Storyy Education recognises that behaviour may indicate an emerging safeguarding concern.

Behaviour should always be considered alongside:

- attendance,
- emotional presentation,
- family circumstances,

'We're creating a world where every Student has a brighter future'

- previous incidents,
- safeguarding history,
- changes in behaviour,
- peer relationships,
- online activity where known.

Behaviour may indicate:

- abuse,
- neglect,
- exploitation,
- mental health difficulties,
- self-harm,
- harmful sexual behaviour,
- criminal exploitation,
- county lines,
- radicalisation,
- domestic abuse,
- substance misuse.

Where behaviour raises safeguarding concerns, staff must immediately follow the Child Protection and Safeguarding Policy.

Behaviour records held within Hapio Journey should be appropriately cross-referenced with safeguarding records held within CPOMS where incidents overlap.

6.8 Behaviour Alerts

Storyy Education does not rely on automated alerts within Hapio Journey or CPOMS to manage behaviour concerns. Behaviour monitoring is staff-led and based on professional judgement, knowledge of the student and review of patterns recorded within Hapio Journey.

Where behaviour concerns arise, staff will respond promptly and proportionately. This may include speaking directly with the student, reviewing the circumstances surrounding the behaviour, considering whether additional support or intervention is required and, where appropriate, contacting parents or carers to discuss concerns, identify possible contributing factors and agree strategies for support. Significant or repeated behaviour concerns will also be shared with the Provision Manager and, where appropriate, the commissioning school or local authority.

Where behaviour indicates an actual or potential safeguarding concern, staff must follow Storyy Education's Child Protection and Safeguarding Policy without delay. Safeguarding concerns must be reported to the Designated Safeguarding Lead and recorded within CPOMS. Hapio Journey remains the system used to record behaviour, interventions, restorative work and behaviour-related communication but it does not replace professional judgement, direct communication or safeguarding procedures

6.9 Behaviour Dashboards

Behaviour information recorded within Hapio Journey is presented through role-specific dashboards that enable staff to monitor individual progress, identify behavioural trends and evaluate the effectiveness of interventions. Dashboards provide live information appropriate to each user's role and responsibilities, supporting proactive decision-making, early intervention and organisational quality assurance. Behaviour dashboards may include information relating to positive achievements,

RESET Driver progress, attendance, behaviour trends, intervention outcomes, safeguarding links and organisational performance.

6.10 Behaviour Reviews

Behaviour support is reviewed regularly to ensure interventions remain appropriate, effective and proportionate to each Student's needs. Reviews consider behaviour patterns, attendance, emotional wellbeing, safeguarding information, intervention outcomes, RESET Driver progress and feedback from the student, parents, commissioning schools and other professionals where appropriate. Following review, Storyy Education may update Personal Support Plans, Risk Assessments, timetables, mentoring arrangements or other support strategies to ensure the student continues to receive the most appropriate provision.

6.11 Information Sharing

Storyy Education works collaboratively with parents, carers, commissioning schools, local authorities and partner agencies to promote positive outcomes for young people. Behaviour information will be shared where it is lawful, necessary and proportionate to do so, ensuring that professionals have the information required to safeguard young people and provide effective support. All information sharing will be undertaken in accordance with the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018, Keeping Children Safe in Education and Storyy Education's Data Protection and Safeguarding Policies.

6.12 Data Protection

Behaviour records are processed in accordance with:

- UK General Data Protection Regulation (UK GDPR),
- Data Protection Act 2018,
- Keeping Children Safe in Education 2026,
- Working Together to Safeguard Children,
- Storyy Education's Data Protection Policy.

Behaviour records remain confidential educational records. Safeguarding records are maintained separately within CPOMS in accordance with the Child Protection and Safeguarding Policy.

All entries within Hapio Journey are protected through role-based permissions and a permanent audit trail.

Amendments remain visible within the system's history, ensuring transparency and accountability.

7. Managing High-Risk Behaviour, Restrictive Practice and Safety

7.1 Principles

Storyy Education is committed to maintaining safe, calm and supportive environments for Students, staff, visitors and partner agencies. While most behaviour is successfully supported through positive relationships, early intervention, emotional regulation and restorative practice, there may be occasions where behaviour presents an immediate risk to the student or others. In these circumstances, staff will act at the earliest opportunity to reduce risk, protect those involved and maintain the dignity and rights of the student, using the least restrictive intervention necessary and supporting a return to emotional regulation and learning as soon as it is safe to do so.

All responses to high-risk behaviour will remain proportionate, child-centred and consistent with Storyy Education's trauma-informed approach, safeguarding responsibilities and relevant individual Risk Management Plans.

Where behaviour presents an actual or potential safeguarding concern, safeguarding procedures will always take precedence over behaviour management procedures.

7.2 Duty of Care

Storyy Education has a duty of care to all Students accessing its provision, as well as staff, visitors, contractors and partner professionals. Where behaviour presents a foreseeable risk of harm, staff are expected to take reasonable and proportionate action to reduce that risk, ensuring that the welfare of the student and the safety of the wider provision community remain central to decision-making.

Where behaviour presents a foreseeable risk of harm, staff have a responsibility to take reasonable and proportionate action to reduce that risk.

All decisions must place the welfare of the young person and the wider community at the centre of decision-making.

7.3 Dynamic Risk Assessment

Staff undertake dynamic risk assessment throughout their work with Students, recognising that risk can change rapidly according to a student's emotional presentation, environment and circumstances. Dynamic risk assessment requires staff to continually consider the current level of risk, any immediate safeguarding concerns, the vulnerability of those present, environmental factors, available support and the safest proportionate response.

When assessing risk, staff will take account of the student's known triggers and previous behaviour, current presentation, individual Risk Management Plan, the location and environment, the presence of other Students, staffing arrangements and any objects or circumstances that may increase the likelihood of harm. Staff should continually consider whether anyone is at immediate risk, whether de-escalation or environmental changes could reduce that risk, whether additional support is needed and whether any restrictive intervention is genuinely necessary.

7.4 De-escalation Before Restriction

Storyy Education expects staff to use appropriate de-escalation and non-restrictive strategies before considering restrictive physical intervention, unless immediate action is necessary to prevent harm. Staff may use calm communication, reassurance, appropriate choices, reduced demands, processing time, movement or sensory regulation, environmental changes, distraction and other individualised strategies known to support the student. The least restrictive response capable of maintaining safety should always be used.

7.5 Restrictive Physical Intervention

Storyy Education recognises that there may be exceptional circumstances where reasonable and proportionate physical intervention is necessary to prevent immediate harm. Restrictive physical intervention is regarded as a last resort and will only be used where there is an immediate risk of injury, where less restrictive approaches have been unsuccessful or would clearly be inappropriate and only for the shortest period necessary to restore safety. Approved techniques must be used and intervention should be undertaken by appropriately trained staff wherever possible.

Restrictive physical intervention must never be used as punishment, to secure compliance, in response solely to refusal or non-compliance, or in any way intended to cause pain, humiliation or intimidation. All interventions must respect the dignity, rights and individual needs of the student.

Following any restrictive intervention, the student's welfare will be checked and staff wellbeing considered. Parents or carers and the commissioning school will be informed as appropriate, the incident will be recorded within CPOMS and referred to the Designated Safeguarding Lead. Relevant Risk Assessments, Personal Support Plans and Positive Handling Plans will also be reviewed.

Further guidance is provided within Storyy Education's Restrictive Physical Intervention Policy.

7.6 Safe Withdrawal and Planned Regulation Spaces

Where appropriate, staff may support a student to access a quieter or lower stimulation environment to assist emotional regulation. Regulation spaces should be used voluntarily wherever possible, appropriately supervised and solely for the purpose of supporting safety, emotional regulation and successful re-engagement. They must never be used as punishment or in a manner that constitutes unlawful isolation. The aim is to enable the student to regain regulation and return safely to learning when ready.

7.7 Searching Young People

Storyy Education seeks to maintain safe learning environments while respecting the dignity and rights of every Student. Where there are reasonable grounds to believe that a student may possess an item that presents a risk to themselves or others, staff will follow Storyy Education's Searching, Screening and Confiscation procedures and applicable Department for Education guidance. Any search must be lawful, necessary, proportionate, respectful, undertaken by appropriately authorised staff and recorded in accordance with organisational procedures. Parents, carers and commissioning schools will normally be informed following a significant search.

7.8 Prohibited Items

Students must not bring into Storyy Education any item that may place themselves or others at risk. Prohibited items include but are not limited to, knives or other weapons, imitation weapons, illegal drugs, alcohol, stolen property, fireworks, hazardous substances, tobacco or vaping products and any object that is intended or likely to be used to cause injury, commit an offence or damage property.

Where a prohibited item is identified, staff will prioritise immediate safety, follow appropriate safeguarding and confiscation procedures, consider Police involvement where necessary and inform parents or carers and the commissioning school as appropriate. Any behaviour incident of this nature will be recorded on **CPOMS** and referred to the Designated Safeguarding Lead.

7.9 Smoking, Vaping, Alcohol and Drugs

Storyy Education promotes healthy lifestyles and all provision environments are expected to remain free from smoking, vaping, alcohol and illegal substances. Where concerns arise, staff will prioritise the immediate safety and welfare of the student, confiscate items where lawful and appropriate, seek medical assistance where required and inform parents or carers and the commissioning school. Responses will be proportionate and will combine education, support, safeguarding and appropriate behavioural intervention rather than relying solely on sanctions.

Where possession, use or presentation raises an actual or potential safeguarding concern, the matter actions will be recorded on CPOMS and referred to the DSL in accordance with the Safeguarding and Child Protection Policy.

7.10 Mobile Phones and Personal Technology

Storyy Education recognises that mobile phones and personal technology can support communication but may also create safeguarding, privacy, distraction and online-safety risks. Expectations for personal devices are clearly communicated to Students and may include requirements for devices to be stored or handed to staff during provision hours in accordance with Storyy Education's Mobile Phone Policy. Unauthorised photography, filming, recording or other inappropriate use of personal technology is prohibited.

Any concerns arising from the use of mobile phones or personal technology will be managed in accordance with this policy, the Online Safety Policy, Mobile Phone Policy and Child Protection and Safeguarding Policy, with safeguarding concerns recorded within CPOMS where required.

7.11 Emergency Situations

Where behaviour presents an immediate and serious threat to life or significant injury:

Staff will:

1. Prioritise immediate safety.
2. Request assistance from colleagues.
3. Contact emergency services where required.
4. Follow emergency procedures.
5. Notify the Provision Manager.
6. Inform the Designated Safeguarding Lead.
7. Notify parents or carers as soon as practicable.
8. Inform the commissioning school or local authority.
9. Record the incident within Hapio Journey.
10. Conduct a full post-incident review.

7.12 Post-Incident Review

Following any significant or high-risk behaviour incident, Storyy Education will undertake a structured post-incident review. The purpose is not to allocate blame but to understand what occurred, consider why the behaviour developed, evaluate the effectiveness of staff responses and de-escalation strategies, identify any safeguarding concerns and determine whether additional support or organisational learning is required.

The review will consider whether Risk Assessments, Personal Support Plans or Positive Handling Plans need to be updated and whether a Reflection Day, Reintegration Meeting, additional staff guidance, further training or multi-agency planning is required. Learning from significant incidents will be used to strengthen future support, reduce recurring risk and improve practice across Storyy Education.

7.13 Commitment to Safe Practice

Storyy Education is committed to reducing the need for restrictive practice through strong relationships, trauma-informed approaches, early intervention, emotional regulation, restorative practice, skilled staff and personalised support. Continuous reflection and review are used to identify how environments, relationships and interventions can be strengthened to prevent future escalation.

The organisation's aim is not simply to manage behaviour safely but to help Students develop the confidence, emotional regulation, resilience and problem-solving skills needed to manage future challenges with increasing independence.

8. Governance, Safeguarding and Quality Assurance

8.1 Equality, Diversity and Inclusion

Storyy Education is committed to ensuring that every Student is treated fairly, with dignity, respect and without discrimination.

Positive behaviour support will always be delivered in accordance with the principles of equality, inclusion and respect for diversity.

Storyy Education is committed to ensuring that all Students are treated fairly, with dignity, respect and without discrimination. Positive behaviour support will always be delivered in accordance with the Equality Act 2010, ensuring that reasonable adjustments are made where appropriate and that individual needs, including SEND, neurodiversity, mental health and developmental stage, are considered when planning behaviour support. Whilst support may be personalised, expectations remain consistently high for every Student.

Storyy Education recognises that equality does not always mean treating every Student identically. Some Students require additional support, reasonable adjustments or personalised approaches in order to achieve equitable outcomes.

Reasonable adjustments will be implemented where appropriate in accordance with the Equality Act 2010 and the SEND Code of Practice.

Behaviour expectations remain consistently high for all Students, however, the support provided to achieve those expectations may differ according to individual need.

8.2 Behaviour and Safeguarding

Behaviour and safeguarding are inseparable.

Storyy Education recognises that changes in behaviour, emotional presentation or engagement may indicate an emerging safeguarding concern.

Storyy Education recognises that behaviour and safeguarding are intrinsically linked. Changes in behaviour, attendance, emotional wellbeing or engagement may indicate that a young person is experiencing harm, abuse, exploitation or other unmet needs. Staff are expected to remain professionally curious and always consider behaviour within the wider safeguarding context. Where behaviour identifies an actual or potential safeguarding concern, this must be managed in accordance with the Child Protection and Safeguarding Policy, recorded within CPOMS and referred immediately to the Designated Safeguarding Lead.

Staff must never dismiss behaviour as "just bad behaviour."

Instead, behaviour should always be considered within the wider safeguarding context.

Where behaviour raises safeguarding concerns:

- the Designated Safeguarding Lead must be informed immediately,
- safeguarding procedures will be followed,
- behaviour records will be linked to safeguarding records where appropriate,
- partner agencies will be informed where required,
- behaviour actions will be recorded within Hapio Journey. Where safeguarding concerns are identified, they will also be recorded within CPOMS in accordance with Storyy Education's Child Protection and Safeguarding Policy.

All staff have a responsibility under Keeping Children Safe in Education (KCSIE) 2026 to remain professionally curious and to consider whether behaviour may indicate a student is experiencing harm or is at risk of harm.

8.3 Multi-Agency Working

Storyy Education recognises that successful behaviour support frequently requires effective collaboration between professionals.

Storyy Education recognises that effective behaviour support frequently requires collaboration between families, commissioning schools, local authorities and other relevant professionals. Multi-agency working ensures that behaviour support is consistent, coordinated and responsive to the student's changing needs, enabling shared planning, effective safeguarding and improved long-term outcomes.

Personal Support Plans should complement wider safeguarding, educational and therapeutic planning wherever possible.

8.4 Staff Training and Professional Development

Storyy Education recognises that confident, skilled and reflective staff are essential to maintaining a positive behaviour culture.

Storyy Education is committed to ensuring that all staff receive appropriate induction, training and ongoing professional development to implement this policy effectively. Training includes trauma-informed practice, restorative approaches, safeguarding, behaviour support, emotional regulation, de-escalation, risk assessment, recording procedures and any other areas necessary to meet the evolving needs of Students. Training programmes are reviewed regularly to ensure staff remain confident, competent and up to date with current legislation and organisational practice. Professional development will be reviewed regularly to ensure staff remain confident in responding to increasingly complex needs.

8.5 Behaviour Monitoring and Quality Assurance

Storyy Education continually monitors behaviour practice to ensure consistency, effectiveness and compliance.

Storyy Education regularly monitors the effectiveness and consistency of behaviour practice across the organisation through quality assurance activities, leadership reviews, behaviour audits and analysis of organisational data. Monitoring considers not only the frequency of behaviour incidents but also the quality of staff responses, the effectiveness of interventions, the use of restorative practice, safeguarding links, Reflection Days and outcomes for young people. Findings are used to inform organisational improvement, staff development and future policy review.

8.6 Behaviour Analytics

Behaviour information recorded within Hapio Journey enables Storyy Education to identify organisational trends and continually improve practice.

Behaviour information recorded within Hapio Journey enables Storyy Education to identify patterns, monitor organisational performance and evaluate the effectiveness of behaviour support strategies. Analysis may include behaviour trends, attendance, RESET Driver progress, intervention outcomes, safeguarding links and organisational performance indicators. Behaviour analytics are used to identify emerging concerns, recognise successful practice and continually improve the quality of support provided to young people.

Behaviour analytics are used to improve support rather than attribute blame.

8.7 Information Sharing and Confidentiality

Behaviour information will be shared only where there is a lawful and legitimate need to do so.

Behaviour information will only be shared where there is a lawful and legitimate reason to do so and with those professionals who require the information to fulfil their safeguarding, educational or statutory responsibilities. Storyy Education is committed to ensuring that all information sharing is proportionate, accurate, secure and compliant with relevant legislation. Behaviour records remain confidential educational records, whilst safeguarding concerns are recorded separately within CPOMS in accordance with the Child Protection and Safeguarding Policy. Secure.

Behaviour records remain confidential educational records and must not be discussed outside appropriate professional contexts.

8.8 Record Keeping

Storyy Education maintains comprehensive behaviour records using CPOMS and Hapio Journey.

Storyy Education maintains accurate, objective and timely behaviour records within Hapio Journey and CPOMS to support effective behaviour management, intervention planning and organisational monitoring. Records include behaviour incidents, positive achievements, restorative practice, Reflection Days, Personal Support Plans, Risk Assessments, reintegration meetings and communications with parents and commissioning professionals where appropriate. Where behaviour identifies an actual or potential safeguarding concern, a separate safeguarding record will be created within CPOMS in accordance with the Child Protection and Safeguarding Policy.

8.9 Data Protection

Behaviour information forms part of the student's educational record and, where relevant, safeguarding record.

Storyy Education processes behaviour information in accordance with:

- UK General Data Protection Regulation (UK GDPR),
- Data Protection Act 2018,
- Keeping Children Safe in Education (2026),
- Working Together to Safeguard Children,
- Storyy Education's Data Protection Policy.

Behaviour records will:

- be stored securely,
- be accessible only to authorised personnel,
- be retained in accordance with organisational retention schedules,
- maintain a permanent audit trail where amended.

Hapio Journey provides role-based permissions ensuring that staff only access information necessary to fulfil their professional responsibilities.

8.10 Policy Monitoring

This policy will be monitored through behaviour and safeguarding audits, quality assurance visits, leadership reviews, commissioner feedback, student voice activities, parent surveys, analysis of behaviour trends, and reviews of complaints and safeguarding incidents, with findings used to inform continuous improvements to policy, staff training and practice.

8.11 Policy Review

This policy will be formally reviewed at least annually or sooner where required following:

- changes to legislation,
- publication of revised statutory guidance,
- significant safeguarding incidents,
- serious behaviour incidents,
- organisational change,
- changes to the functionality of Hapio Journey,
- findings from quality assurance or external inspection.

The review will ensure continued compliance with:

- **Keeping Children Safe in Education,**
- **Working Together to Safeguard Children,**
- **Behaviour in Schools** guidance,
- **Searching, Screening and Confiscation** guidance,

- **Use of Reasonable Force in Schools** guidance (where relevant to alternative provision),
- **Suspension and Permanent Exclusion** statutory guidance (where relevant to the responsibilities of commissioning schools),
- the **Equality Act 2010**,
- the **Children Acts 1989 and 2004**,
- the **SEND Code of Practice**,
- the **Data Protection Act 2018** and **UK GDPR**.

8.12 Final Statement

At Storyy Education, positive behaviour is not viewed as an end in itself but as an outcome of feeling safe, valued, understood and supported.

Every Student deserves adults who believe in their potential, remain alongside them through challenge and provide consistent opportunities to grow, repair relationships and experience success.

Our approach is founded on the belief that behaviour can be taught, emotional regulation can be developed and relationships can be rebuilt. Through the RESET framework, trauma-informed practice and restorative approaches, Storyy Education is committed to ensuring that every Student leaves our provision with greater confidence, stronger relationships, improved emotional wellbeing and the skills needed to succeed in education, employment and life.

Appendix A – Storyy Behaviour Response Model

APPENDIX A

STORYY BEHAVIOUR RESPONSE MODEL

Recognise → Regulate → Respond → Reflect → Review 

A consistent, trauma-informed approach to supporting positive behaviour, emotional regulation and wellbeing.



'We're creating a world where every Student has a brighter future'

BEHAVIOUR INCIDENT LEVELS

Behaviour incidents are assessed according to their impact rather than simply the behaviour itself.

LEVEL 1

LOW-LEVEL BEHAVIOUR



EXAMPLES MAY INCLUDE:

- Distraction
- Minor disruption
- Off-task behaviour
- Refusal of low-level requests



These are generally managed by the member of staff through normal classroom practice.

LEVEL 2

BEHAVIOUR REQUIRING ADDITIONAL SUPPORT



EXAMPLES INCLUDE:

- Repeated disruption
- Verbal conflict
- Persistent refusal
- Leaving learning without permission
- Escalating emotional dysregulation



Additional restorative support and behaviour recording may be required.

LEVEL 3

SIGNIFICANT BEHAVIOUR INCIDENT



EXAMPLES INCLUDE:

- Physical aggression
- Serious verbal abuse
- Discrimination
- Repeated absconding
- Significant property damage
- Behaviour presenting safeguarding concerns



Provision Manager involvement is required.

Parents or carers will normally be informed.

LEVEL 4

CRITICAL INCIDENT



EXAMPLES INCLUDE:

- Behaviour presenting immediate danger
- Serious assault
- Possession of prohibited weapons
- Behaviour requiring emergency services
- Significant safeguarding concern



Immediate management and safeguarding intervention is required.

The Designated Safeguarding Lead must be informed immediately.



Our priority is the safety and wellbeing of all students and staff.



All behaviour is responded to fairly, consistently and proportionately.

Appendix C – Behaviour Recording Matrix

Behaviour Category	Typical Examples	Record on Hapio Journey	Record on CPOMS	Parent/Carer Contact	Notify Provision Manager	Notify DSL	Commissioning School / LA
Positive Behaviour	Kindness, resilience, leadership, RESET Driver achievement, positive relationships	✓	✗	✓	✗	✗	Optional
Low-Level Behaviour	Calling out, distraction, minor disruption, off-task behaviour, low-level refusal	Behaviour summary only	✓	If repeated	If persistent	✗	If persistent
Repeated Behaviour Concerns	Repeated disruption, persistent refusal, repeated conflict, emotional dysregulation	Behaviour summary only	✓	✓	✓	If safeguarding indicators emerge	Where appropriate
Verbal Conflict	Swearing, verbal arguments, inappropriate language, disrespect towards others	Behaviour summary only	✓	Usually	If significant	Where appropriate	Where appropriate
Bullying / Child-on-Child Behaviour	Bullying, intimidation, discriminatory language, repeated targeting of others	Behaviour summary only	✓	✓	✓	✓	✓
Absconding / Leaving Provision	Leaving the classroom or provision without permission	Behaviour summary only	✓	✓	✓	✓	✓
Physical Aggression	Hitting, kicking, biting, pushing, throwing objects	Behaviour summary only	✓	✓	✓	✓	✓
Property Damage	Deliberate damage to equipment or facilities	Behaviour summary only	✓	Usually	✓	Where appropriate	✓
Restrictive Physical Intervention	Approved positive handling used to prevent immediate harm	Behaviour summary only	✓	✓	✓	✓	✓

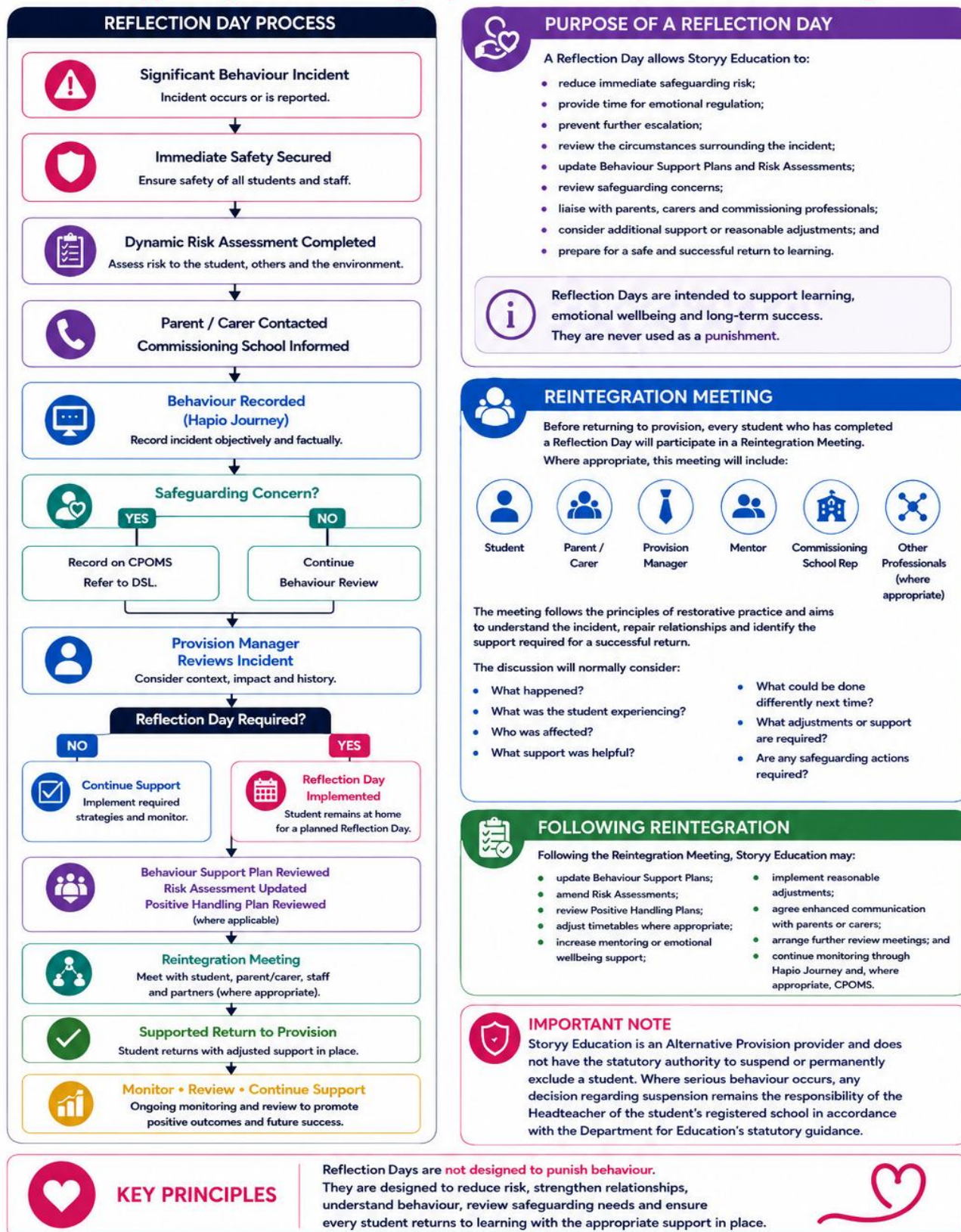
Substances / Alcohol / Vaping	Smoking, vaping, alcohol, suspected drugs	Behaviour summary only	✓	✓	✓	✓	✓
Prohibited Items	Weapons, knives, fireworks, hazardous items, imitation weapons	Behaviour summary only	✓	✓	✓	✓	✓
Significant Safeguarding Behaviour	Behaviour indicating abuse, exploitation, self-harm, suicidal ideation, harmful sexual behaviour, criminal exploitation or other safeguarding concerns	Behaviour summary only	✓	As directed by DSL	✓	✓	As directed by DSL
Emergency / Critical Incident	Serious assault, life-threatening behaviour, emergency services involvement	Behaviour summary only	✓	✓	✓	✓	✓

Appendix D – Reflection Day & Reintegration Process

APPENDIX D

REFLECTION DAY & REINTEGRATION PROCESS

Supporting understanding, repair and successful return to learning



'We're creating a world where every Student has a brighter future'

Appendix E – Prohibited Items & Searching Guide

APPENDIX E

PROHIBITED ITEMS & SEARCHING GUIDE



The safety and wellbeing of all Students and staff is our highest priority. Prohibited items are **not** permitted anywhere on Storyy Education sites, in vehicles or during off-site activities.

This guide explains what is prohibited, how items will be handled and when others must be informed.

PROHIBITED ITEMS	EXAMPLES (NOT EXHAUSTIVE)	CONFISCATION & HANDLING	RECORDING REQUIREMENTS (HAPJO JOURNEY)	WHEN OTHERS MUST BE INFORMED
 Weapons	- Knives or blades - Firearms or imitation firearms - Sharp objects - Explosive devices - Any item used or intended to cause harm	Remove safely and calmly. Do not confront or escalate. Store securely in locked container until collected by Police or disposed of in line with guidance.	- Date, time and location - Item description - Student involved - Witnesses - Actions taken - Who was informed	- DSL – immediately - Provision Manager – immediately - Police – always - Parent/Carer – always - Commissioning School/LA – always
 Substances	- Illegal drugs - Alcohol - Solvents - Medication not prescribed to the Student	Remove and store securely in locked container. Seek clinical advice where appropriate.	- Date, time and location - Item description - Student involved - Witnesses - Actions taken - Who was informed	- DSL – immediately - Provision Manager – immediately - Police – where illegal or suspected - Parent/Carer – always - Commissioning School/LA – always
 Electronic Devices	- Mobile phones - Smartwatches - Cameras - Tablets - Unapproved recording devices	Remove and store securely in locked container. Return to parent/carers unless advised otherwise by DSL.	- Date, time and location - Item description - Student involved - Witnesses - Actions taken - Who was informed	- DSL – where safeguarding concern - Provision Manager – always - Parent/Carer – usually - Commissioning School/LA – if required
 Vaping & Smoking Items	- Vapes or e-cigarettes - Tobacco - Cigarette papers - Lighters or matches	Remove and store securely in locked container. Return to parent/carers.	- Date, time and location - Item description - Student involved - Witnesses - Actions taken - Who was informed	- DSL – where safeguarding concern - Provision Manager – always - Parent/Carer – usually - Commissioning School/LA – if required
 Dangerous Items	- Fireworks - Lighters or matches - Pepper spray - Chemical substances - Any item causing risk or concern	Remove and store securely in locked container. Seek advice from DSL and follow risk assessment guidance.	- Date, time and location - Item description - Student involved - Witnesses - Actions taken - Who was informed	- DSL – immediately - Provision Manager – immediately - Police – where necessary - Parent/Carer – always - Commissioning School/LA – always
 Other Prohibited Items	- Stolen items - Inappropriate materials - Items promoting violence, discrimination or hate - Any item likely to disrupt the learning or safety	Remove and store securely in locked container. Seek advice from DSL.	- Date, time and location - Item description - Student involved - Witnesses - Actions taken - Who was informed	- DSL – where safeguarding concern - Provision Manager – always - Parent/Carer – usually - Commissioning School/LA – if required

SEARCHING PRINCIPLES

Searching will only take place when there is a reasonable belief that a Student may be in possession of a prohibited item.



SEARCHING CAN BE:

- A search of pockets, bags or clothing (with consent)
- Use of a metal detector or scanning device
- A search where lawful grounds exist to safeguard others



SEARCHING CANNOT BE:

- A strip search
- An invasive search
- A search without lawful grounds
- A search as a punishment

All searches must be:

- Proportionate
- Necessary
- Respectful
- Professional
- Recorded
- Completed by a member of staff of the same sex (as far as reasonably practicable)
- Conducted in the presence of another adult where practicable



RECORDING REQUIREMENTS

All searches and confiscations must be recorded on Hapjo Journey and include:

- Date, time and location
- Names of Student(s) involved
- Names of staff involved
- Reason for search
- Item(s) found and description
- Actions taken with the item(s)
- Who has been informed
- Outcome and follow-up actions



SAFE STORAGE OF CONFISCATED ITEMS

All items must be stored securely in a locked container in line with safeguarding and health & safety guidance. Items will be returned to parent/carers unless advised otherwise by the DSL or Police.



KEY PRINCIPLES



Protect safety



Act lawfully



Be fair and consistent



Record accurately



Communicate appropriately

If in doubt, seek guidance from the DSL.



'We're creating a world where every Student has a brighter future'