



Relationships, Regulation and Support Policy

To support all young people to lead meaningful and enjoyable lives

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Approved by: FGB

Date:

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The content of this policy will be shared with all stakeholders and will be reviewed annually.

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Introduction:

At Uffculme School, we recognise that all behaviour is a form of communication. We understand that children and young people communicate distress, anxiety, sensory overwhelm, uncertainty and emotional need in different ways.

Our approach is relational, neuroaffirming and trauma informed. We prioritise connection, co-regulation and understanding before correction or consequence.

1. Policy Aim:

This Policy aims to:

- Detail a generalised whole-school approach to supporting students to express their feelings, thoughts, and emotions so that they can safely regulate their behaviour.
- Create an awareness of needs led behaviours and how to best respond.
- Provide a supportive framework to staff working with students with specific needs and/or mental health needs.
- Create an ethos where the entire school community feels safe, valued, understood, and respected.
- Be a working document that is fit for purpose, represents our school's ethos, and enables consistency and quality provision across the school.

2. Our School Mission “To enable all young people to lead a meaningful and enjoyable life.”

At Uffculme School we aim to ensure that every student is supported in a fair, compassionate, safe, and dignified way. Uffculme school practices a social model of difference, rather than a medical model of disability.

3. Key Beliefs

At Uffculme School we want our Behaviour Policy to reflect insight and understanding of the significant and varying needs of our students. We recognise how these needs contribute to students' abilities to self-regulate and how they impact on a student's ability to manage their behaviour so that they can engage with their learning and life in and out of school. We seek to incorporate a needs led, holistic approach to our work to ensure that we are reflecting and planning for the needs of our students. All students at Uffculme school have a primary diagnosis of Autistic Spectrum Condition with additional learning difficulties.

Children and young people cannot consistently access learning, process language or regulate behaviour when experiencing dysregulation or emotional distress. Staff will therefore prioritise emotional safety, co-regulation and supportive relationships before directing, correcting or problem solving.

We consider that behaviours indicating unmet need happen for a reason. Sometimes it is the only way a student can communicate. Behaviours indicating unmet need occur for different reasons and are personal to the individual. This

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is why the response, reinforcement, redirection, or challenge employed in any situation, will vary dependent upon student need and the context. Consistency of approach is achieved through careful understanding of student need, rather than by using the same approach or driving the same response for each student or student behaviour. At Uffculme School, consistency means adults responding in predictable, emotionally safe and relationally attuned ways, rather than expecting all students to respond to identical strategies or consequences.

Students who display or are at risk of displaying behaviours indicating unmet need might need support as detailed in the graduated response pyramid (see appendix 1). All responses to behaviours indicating unmet need must be in the best interests of the student and must be legally and ethically justified at all times. Staff recognise that sensory processing differences can significantly affect a student's capacity to regulate, communicate and engage. Environmental factors such as noise, lighting, proximity, transitions, unpredictability and cognitive demand will be considered when understanding behaviour.

At Uffculme School we believe that:

- Our Students want to behave well: Our students are happy when their needs are understood and met. This allows students to self-regulate or move towards self-regulation at an early stage of development. A Student's effort to regulate themselves and their behaviour should be acknowledged and recognised by adults and peers alike. Recognition should also be provided when a student accepts adult support when they are becoming dysregulated.
- Behaviour is a means of communication: All students must be supported to communicate their needs safely and appropriately using their words, actions and/or preferred communication system. How students behave provides us with important insight into how they are feeling and what is going on in their lives. Uffculme school has a wide range of different communication styles, and we have many pre or nonverbal students. Many of these students use 'Augmentative and Alternative Communication' (AAC) systems to communicate their physical and emotional needs.
- With the right understanding and intervention, we aim to support all students to self-regulate and manage their own behaviours.
- Mistakes will be made: Mistakes are part of the learning process; we recognise that all our students are at different stages of the developmental process. We use a relational approach and support students to learn from their mistakes and develop strategies to enable better future choices and responses to their emotions.
- Crisis situations are viewed as opportunities for learning, reflection, and personal growth All our students have a diagnosis of ASC which will impact on how they learn to regulate their behaviour. Students at Uffculme school face multiple barriers to learning. Learning new behaviours is a task just like learning to read and write and should be carefully planned, repeated where necessary and reviewed regularly.
- All school staff must also be given the opportunity to reflect, learn, understand and have insight into why our students become dysregulated and reflect on why/how this may impact on their behaviour. As adults we must

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consider the student needs and have realistic expectations about the rate of progress a student will make when learning to adapt or develop new behaviours. Staff at Uffculme School are encouraged to reflect on underlying issues that may drive or trigger behaviours in learners and to think about ways of responding in a non-judgmental and supportive way. This includes working alongside parents and family to understand what may be happening for the child/young person outside of school.

- We recognise that reflection can be very difficult at times especially if a student appears to be targeting or focusing on others with aggression. As a school we support staff to develop their emotional resilience through professional support. This may be peer to peer, group or individual support and staff can draw on a range of expertise within school and beyond; Debriefs, Mentoring, Pastoral Team, SLT, Educational Psychologists, Forward Thinking Birmingham. Staff also have direct access to Smart Clinic for confidential support.
- The greatest progress is achieved when we collaborate with parents/carers and other professionals to develop holistic strategies to support students to manage their behaviour safely and in a positive manner.
- All adults at Uffculme school must be committed to learn from each other, develop their knowledge and practice and should be willing to share their skills and experiences with others.

Supporting Self-Regulation and Positive Behaviour:

➤ **The Quality of our Relationships**

1. Our relationships with each other are a key component in supporting students to understand safe appropriate behaviours and healthy relationships. Our **Staff Code of Conduct** details these expectations.
2. Adult behaviour influences student behaviour. Staff are expected to model calmness, emotional regulation, respectful communication and reflective practice. Adults should remain aware of how their tone, body language, pace, language demands and emotional presentation may impact upon a student's level of regulation.
3. Achieving good, solid, professional relationships with our students is crucial. To foster successful, enabling relationships and build on the culture of trust at Uffculme we need to:
 - ~~Actively build trust and rapport with students~~ Develop a personalised knowledge and understanding of all our students: their personalities, interests, needs and triggers.
 - Enable students to have a voice and be/feel heard
 - Have high expectations of all students. Being ambitious for our students demonstrates our belief in them, builds their confidence and supports them to succeed.
 - Always treat each student with dignity and respect by communicating carefully and clearly in a way that is accessible and appropriate. This may include stepping away from a situation and handing over to a colleague. It is not the adults role to 'win' but to support.
 - Consider the function of the behaviour; staff should ask themselves 'why is the student behaving in this way and what need is not being met?'

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- Identify the student's strengths. Identify these with the student and build on these strengths if possible. Where necessary advocate for the student.
- Recognise those smaller steps of progress that students make in their personal, social and emotional development.
- Model to students and highlight to them when they are 'getting it right'. Just as we should not assume a student understands when and why they are 'getting it wrong', we should not assume they know when and why they are 'getting it right'. These are opportunities to celebrate small successes and enable students to learn and continue to build on their achievements.
- Apologise if we make a mistake. We are modelling this for the students, and this will support us to build trust and respect.
- ~~Name~~ Recognise, understand and manage ~~your~~ our own emotional reactions to student behaviour. Demonstrate emotionally intelligent behaviour at all times. Seek help if ~~you~~ we are finding it difficult to manage ~~your~~ our feelings about a student.
- Adopt the 'Critical Friend' approach with colleagues when required.
- Quietly but firmly hold appropriate boundaries.
- Work as a team to get it right for the student, hearing colleague's perspectives and offering the same without judgement.
- Seek support from wider professional networks to problem solve behaviours that challenge.
- Demonstrate respect to students. We do not talk about them negatively in their presence or in front of other students.
- Demonstrate a non-judgemental, supportive attitude towards student life experiences.
- Maintain robust records of student behaviours on our behaviour system.
- Make effective use of behaviour data to implement proactive interventions and future planning and support for students.
- Build strong, trusting and professional relationships with parents and carers.

If it is felt that a student behaviour is not being effectively managed or supported, it is essential that individuals communicate this quickly to attract support from colleagues. Staff are aware that this is a sign of professional strength.

Ongoing issues should be referred to the Head Teacher.

4. Relationships with Parents/Carers

Uffculme School promotes working with parents, carers and family units. Parent/Carers should be kept informed of both **positive** behaviours and behaviours displaying unmet need. We know that students are more likely to succeed if parent/carers and the school team work together. We recognise that each student has a unique set of circumstances and needs which require us to respond to them as an individual. Similarly, we understand that each family has their own dynamics and will be open and honest in our engagement with them, in order to reach the best outcomes for the student.

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Uffculme School recognises that students accessing school transport reduces the opportunities for face-to-face communication with parents and carers. Teachers ensure that regular phone calls take place to provide parents with updates on their child's progress, along with face-to-face parents evenings, school events and parent workshops.

➤ The Quality of our Provision:

If we can meet each student at their point of need and developmental stage, it is more likely that behaviours indicating unmet need will decrease or stop. Staff should have in depth knowledge of student need as detailed in their EHCP.

Students benefit from small class sizes within three curriculum pathways. Carefully differentiated/personalised learning within these three pathways, additional pastoral support systems and good quality teaching and resources enable students to have success. There is a strong emphasis on the use of positive language, modelling, and encouragement to build student's self-esteem and relationships. The school environment should be kept tidy, well maintained, and bright, with displays that promote positive engagement from students and value their achievements.

Communication systems should be in place and readily available for students. Staff are expected to know each student's sensory processing needs and have appropriate strategies and resources available to support their students to regulate and/or de-escalate.

Students will be praised appropriately at Uffculme School, recognising that some of our students find praise difficult to accept. Staff will actively seek to grow students' self-esteem and empower them to succeed. Staff will provide feedback to students in a sensitive and supportive manner.

Our curriculum is creative, innovative and seeks to equip our students with the skills needed to make their own choices (Autonomy), have control over their lives (Independence), and to make safe choices in their leisure (Enjoyment). The environment, curriculum and staffing allocations are under regular review to ensure that we can provide a wide range of graded responses to students needs. All teaching and support staff receive Team Teach training at the earliest opportunity as part of their induction. Team Teach is a Nationally accredited behaviour management and physical intervention strategy.

The management of risk is the responsibility of all staff members. It will be expected that staff act proactively to de-escalate a situation as far as possible and to use the least intrusive strategy to make circumstances safer. Staff will make a dynamic risk assessment and act with the student's best interests at the centre of their decision making at all times.

Staff should use:

- Appendix 1: Graduated Response Pyramid.
- Appendix 2: Behaviour and Wellbeing Checklist
- Appendix 2a: Communication Checklist
- Appendix 2b: OT Checklist

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- Appendix 3: Uffculme Universal, Targeted and Specialist Offer

To support and promote a positive, safety focused ethos and culture Uffculme School uses site/class specific, needs led incentive and monitoring strategies which encourages and recognises students who make positive behaviour choices. Uffculme school monitors the effectiveness of these strategies and uses student feedback at group and individual level along with headline data to ensure relevance.

4. Other Behaviour Support

It should be recognised that there is not always an easy way to manage students who present needs led behaviours which can, at times, be unsafe. Student needs, circumstances and context will influence how staff respond to a situation and the level of danger/risk perceived. The school expects that staff will make every attempt to de-escalate behaviours which are potentially dangerous.

Staff are expected to communicate calmly with the student and present themselves in a considered and controlled way. Any language used should be simplified and offer students opportunities to deescalate.

Staff should offer, alternatives or 'a way out' where possible to support the student to de-escalate. A healthy, trusting staff/student relationship is a key component when seeking to support a student who has been triggered and is escalating. Other techniques used may consist of diversion, distraction, reassurance, offering choices/time out, change of face, limit/boundary setting, humour, identification of emotions, prompting, caring gestures, proximity, directive statements.

Some students may be assigned a specific Risk Reduction Plan (RRP). (Appendix 4) Parent/carers will be asked to contribute to the cocreation of the RRP. RRP's detail the individual student's behaviours and what these may be communicating (based on staff prior knowledge and experience of student) in all zones of regulation. RRP's detail how the environment should be adapted and how staff should communicate, including personalised strategies to maintain positive engagement and interaction from the student and how best to support them in different stages of crisis, including maintaining the safety of the student and their peers RRP's should be reviewed on a termly basis and/or following a significant incident. They should also be easily accessible and available to all staff who may work with the student. The most recent copy of a student's RRP can be found in the class 'Red Folder', which should include annotations as staff continue to understand student behaviour and communication and how to best support them. Electronic copies can also be found in each individual student's electronic file within 'Red Folder Documents'

All staff should seek to understand the underlying cause of a student's behaviour and whether any additional support is needed. Staff have access to a variety of resources and personnel to support their understanding. To support with this Uffculme school Staff have training on behaviour support strategies and classroom management approaches. There is a wealth of material available at the school to support staff to develop their knowledge, understanding and practice, including key, experienced staff: SLT, SENDCo, Pastoral Team, Student and Family Wellbeing Lead

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Communication Lead, Sensory and Physical Lead (along with external professionals accessible via the relevant SLT member).

Staff can seek peer support, support from SLT and/or attend regular behaviour clinics.

5. Recognition, Reflection and Restorative Support Uffculme School does not use shame, humiliation or public behaviour systems. Recognition systems should support self-esteem, autonomy and emotional safety rather than compliance. The school recognises that external reward systems may not always be appropriate or motivating for autistic young people and therefore responses should remain individualised. Sometimes, despite best efforts, the focus on positive regard may prove ineffective. As a result, consequences may need to be implemented to support some students to understand the impact and/or consequence of their choices and to scaffold students to make better choices in the future. It is our intention that consequences are reasonable, proportionate and relevant to the original incident to support understanding of cause and effect. Consequences should also be ~~and~~ are appropriate to an individual's developmental age and specific needs. This will be considered along with any relevant Health and Safety considerations. Consequences, where appropriate, should be relational, restorative and supportive rather than punitive. The aim is to restore safety, understanding and relationships.

When contemplating a consequence staff must consider whether the student:

- Has an understanding of the instruction or expectation (eg safety)
- Was unable to act differently at this time as a result of their SEND (eg sensory dis-regulation)
- Has a tendency to act aggressively or erratically due to their SEND (eg control, fight, flight)

If any of these conditions are true, then advice should be sought from SLT before issuing any form of consequence.

Where appropriate, reasonable adjustments will be made to the consequence to account for any identified needs and/or disabilities.

Consequences can only be issued by a permanent member of school staff who is familiar with and to the student.

Consequences can only be awarded on the school premises or while the student is under the lawful charge of a member of staff.

To ensure all factors are considered and consequences are appropriately issued (removing emotional influence) staff ensure:

- They press the 'Pause Button' and consequences are not issued 'in the moment'.
- Time is given for the student to 'change their behaviour choices', accept staff support and this is considered when issuing a consequence.
- The timing of the consequence is considered to ensure the student is emotionally ready to discuss their choices and hear about the relevant consequence.

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- Consequences take place at the earliest opportunity, in order for students to be able to move on from the incident and reduce unnecessary anxiety around anticipation.
- The consequence is relevant and directly linked to the incident to support students in understanding the cause and effect.
- If a consequence is later found/believed to be disproportionate, all parties will be supported to recover the relationship and learn from the experience.

Consequences may take the form of:

- 'putting things right, with help' e.g. with adult support, tidying up/repairing damage caused
- Reflection time with a familiar member of staff or a member of the pastoral team
- Withdrawal from the larger group and/or community
- Being spoken to by a member of the senior leadership team
- Telephone call with parent/carer
- Internal time away. Student remains in school and completes work away from their class/group/community.
- Reflection time or work completed during part of/a student's break time. (Physical movement break/fresh air should still be provided at an alternative time.)
- In some circumstances, following a Health and Safety assessment/dynamic risk assessment, certain activities may be untenable, e.g., swimming, after school club or off-site events.
- In the event of behaviours or actions being so extreme that the above consequences are not deemed appropriate or sufficiently proportionate, it may be necessary to issue a student with a fixed term suspension or permanent exclusion. This can only be agreed by the Headteacher.

All consequences should include an opportunity to reflect, supporting the student to make links between triggers, emotions and their responses to these. Every effort should be made by staff to ensure there is learning and identified/agreed strategies to support the student in future responses. These reflections should take place in a way that is accessible to the student and creative/visual resources used where necessary.

Suspensions and Exclusions

The school recognises that autistic students and those with SEND may communicate distress through behaviour. Suspensions and exclusions are therefore viewed as exceptional measures and all reasonable adjustments, preventative approaches and support strategies will be considered before such steps are taken.

There are some exceptional circumstance where students may be issued with a suspension or exclusion. Further information can be found in the Uffculmes Exclusions Policy (available on the school website). The school follows DfE guidance in its application of all suspensions and exclusions.

[School suspensions and permanent exclusions - GOV.UK](https://www.gov.uk/guidance/school-suspensions-and-permanent-exclusions)

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- ~~▪ Bringing illegal items or illegal/inappropriate substances into school with the intention to use or supply.*~~

Uffculme school acknowledges its legal duties under the Equality Act 2010 and in terms of safeguarding and supporting students with SEND. We collect behavioural data which is analysed. This information is used to identify any emerging patterns and/or trends, support individuals or groups of students, who require a particular proactive intervention. Dependent upon the types of behaviours identified interventions may include 1:1 pastoral session, specific therapies, group workshops and/or a referral to external agencies for support.

Behavioural overviews and detailed analysis of headline behaviours are reported to the Head Teacher on a termly basis.

6. Behaviour Which Occurs Outside the School Premises:

It may be necessary to respond to poor behaviour that occurs outside of school premises, where it is reasonable to do so. This includes behaviour that:

- Takes place online, including electronic communication such as WhatsApp.
- Occurs when taking part in any school-organised or school-related activity.
- Occurs when travelling to or from school.
- Occurs when the student is wearing school uniform or is in some other way identifiable as a student at Uffculme school.
- Could have repercussions for the orderly running of the school.
- Poses a threat to another student.
- Could adversely affect the reputation of the school.

All cases relating to 'behaviours outside the school premise' should be reported to SLT for their consideration prior to any action being taken.

7. Restrictive Physical Interventions (RPI)

At Uffculme School, safety is achieved through relationships, understanding and proactive support. We recognise that sometimes it may be necessary to use a restrictive physical intervention to keep students and others safe. This may happen if a student is about to hurt themselves or someone else. Any restrictive physical intervention used should reduce the potential and actual risk. Physical intervention is always a last resort, not a behaviour management strategy. Uffculme School adopts a Team Teach informed approach which prioritises de-escalation, relational safety and co-regulation. Restrictive physical intervention is only considered after preventative and supportive strategies have been attempted or where immediate risk makes this unsafe.

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A Restrictive Physical Intervention (RPI) should only ever be used as a last resort when all other strategies and approaches have been exhausted. RPIs should be reasonable, proportionate and in the best interest of the student. Staff should ensure that the least restrictive RPI is implemented for the least amount of time possible. All RPI's should be recorded on Behaviour Watch within a 24-hour period (or as soon as practicable) ~~and in the bound book~~ by the person who led the intervention. This system will be rigorously monitored throughout the year and findings will feature as a regular agenda item at SLT meetings. Reports should be 'concluded' (i.e., all participants have made their contributions) for review within 2 working days of an incident.

Data related to restrictive physical incidents are reported by the head teacher to the Governing Body throughout the academic year.

Parent/carers will be notified by phone as soon as practicable if their child has required an RPI.

The school follow DfE Guidelines on use of RPIs [Use of reasonable force and other restrictive interventions guidance](#) (April 2026).

Classroom staff are trained in 'Team Teach' principles. This deploys proactive and de-escalation strategies before any consideration of physical intervention.

Uffculme School recognises that all forms of restrictive physical intervention carry inherent risks, including physical injury, emotional distress, trauma and potential impact on relationships and trust. The school acknowledges that restrictive intervention can be experienced as highly distressing for children and young people, particularly for autistic pupils and those with histories of anxiety, trauma or communication difficulties. Following any incident involving restrictive intervention, staff will engage in a structured debrief and reflective review process.

This will include:

- ensuring the child has time, space and support to recover and re-regulate
- repairing relationships and restoring emotional safety
- considering the child's voice, experience and communication
- reflective discussion between staff involved
- analysis of triggers, environmental factors and escalation patterns
- review of whether earlier intervention or different support strategies may have reduced the need for physical intervention
- identifying learning points and preventative actions
- updating individual support or risk reduction plans where appropriate

The purpose of this process is not to assign blame, but to promote understanding, learning and continual improvement in practice.

Uffculme School is committed to actively reducing the use of restrictive intervention through:

- proactive relational practice

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- co-regulation
- environmental adaptation
- personalised communication and sensory support
- reflective staff practice
- ongoing training and supervision
- partnership with families and professionals

The school believes that every incident provides an opportunity to deepen understanding and strengthen support so that restrictive intervention does not become an accepted or repeated response for any child.

Hearing the Child's Voice

Students will be supported to share their perspective in a safe and accessible way once regulated. Staff will focus upon relationship repair, restoring emotional safety and collaborative problem solving.

Further guidance documents regarding the 'Use of Reasonable Force' can be found here:

[Positive environments where children can flourish - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Behaviour and Discipline in Schools - A guide for headteachers and school staff final draft.docx \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Uffculme physical intervention policy](#)

Uffculme School does not use seclusion or isolation as a means to managing behaviour. However, we recognise in extreme circumstances this may be necessary to keep the student/students safe. Any use of seclusion/isolation should be reported immediately to SLT and recorded on BehaviourWatch within 24 hours of the incident. A summary of seclusion/isolation will be provided to governors via the Head Teachers written report. Any incident which is considered 'significant' because of the levels of violence used, amount of damage caused, police involvement or the time spent in seclusion will be reviewed within 24 hours.

Parent/carers will be notified immediately if any form of seclusion or isolation has been used.

8. Power to Search Students Without Consent

In addition to the general power to use reasonable force described above, The Head Teacher and authorised staff only can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- knives and weapons

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- alcohol
- ~~illegal~~ drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- ~~illegal~~ pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules. It is expected that staff in these circumstances verbally communicate that the items are not appropriate or suitable for school and that they should be 'handed in'. Staff need to be mindful that any further sanction or actions undertaken must be reasonable and proportionate.

Following series case reviews (Child X), Uffculme school SLT will ensure that in the unlikely event that a student needs to be physically searched, parents/carers must be contacted before any search is undertaken.

The Head Teacher will be notified of any unlawful item found. Unlawful items will be confiscated and stored securely. Where appropriate the Head Teacher will notify the Police and request collection and disposal of the item.

The law states the member of staff conducting the search must be of the same sex as the student being searched. There must be another member of staff present as a witness to the search. All searches (including negative searches) must be recorded on Behaviour Watch.

Additional information can be found by following the link below:

[Searching, screening and confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Positive environments where children can flourish - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Behaviour and Discipline in Schools - A guide for headteachers and school staff final draft.docx \(publishing.service.gov.uk\)](#)

[Equality Act](#)

9. Anti-bullying strategy

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

~~The aim of the anti-bullying aspect of~~ In addition to the behaviour policy, Uffculme's Anti-Bullying Strategy is in place to ensure that students learn in a supportive, caring, and safe environment without fear of being bullied.

Uffculme School's Anti-bullying Strategy can be found by following the link below:

<https://www.uffculme.org.uk/attachments/download.asp?file=2410&type=pdf>

10. Peer on Peer Abuse:

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Any response to any Peer on Peer abuse concerns or incidents at Uffculme School are managed in line with our Safeguarding Policy.

All Uffculme staff should adopt an attitude of 'it could happen here'. They should address inappropriate behaviour, as this can help prevent abusive/violent behaviour further down the line.

This is explained in paragraphs 51 and 457 of KCSIE ~~2023~~ 2025.

Staff should understand:

- The school's safeguarding policy and procedures
- Their role in preventing child-on-child abuse and how to respond if they believe a child may be at risk.
- The indicators of Peer on Peer abuse, how to identify it and respond to reports.
- The importance of challenging inappropriate behaviour between peers.

Any child-on child concerns or disclosures should be referred to the DSL or Deputy DSL immediately and should be recorded on BehaviourWatch.

- A response will be:Decided on a case-by-case basis.
- Underpinned by the principle of a zero-tolerance approach to sexual violence and sexual harassment, meaning it is never acceptable and it will not be tolerated.
- A designated member of SLT will take the lead, supported by other agencies as required.

11. Self Injurious behaviours

We recognise that our students may exhibit self-injurious behaviours. Staff will record this on Behaviour Watch (under the category of 'Safeguarding') to understand patterns and antecedents. Interventions will be implemented in discussion with parents.

12. Malicious Allegations:

Any malicious allegations will be dealt with using the 'Managing Serial and Unreasonable Complaints' Policy.

This policy complies with section 89 of the Education and Inspections Act 2006.

Definitions used and understood at Uffculme School

- **Seclusion/isolation** (*Isolation is used interchangeably in DFE and OFSTED documents*): Forcing a person to spend time alone for safety reasons. The student will be actively supported, monitored, and supervised.
- **Withdrawal:** Moving somebody (sometimes forcibly) to a safer place where they can be actively supported, monitored, and supervised.
- **Timeout:** Allowing a person some time and space to calm down in an area where they present low risk and can be actively supported, monitored, and supervised

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- **Reset:** Providing a short time and space away from the community stimuli and stressors
- **Restart:** An extended time away from the community providing focused opportunities for restorative education.
- **Agency:** The capacity to act
- **Behaviour:** Everything that we do. Behaviour communicates our thoughts, feelings, emotions, and needs. Behaviour is selected and defined by the environment.
- **Behaviour which challenges:** Behaviour which can be experienced as challenging to another person.

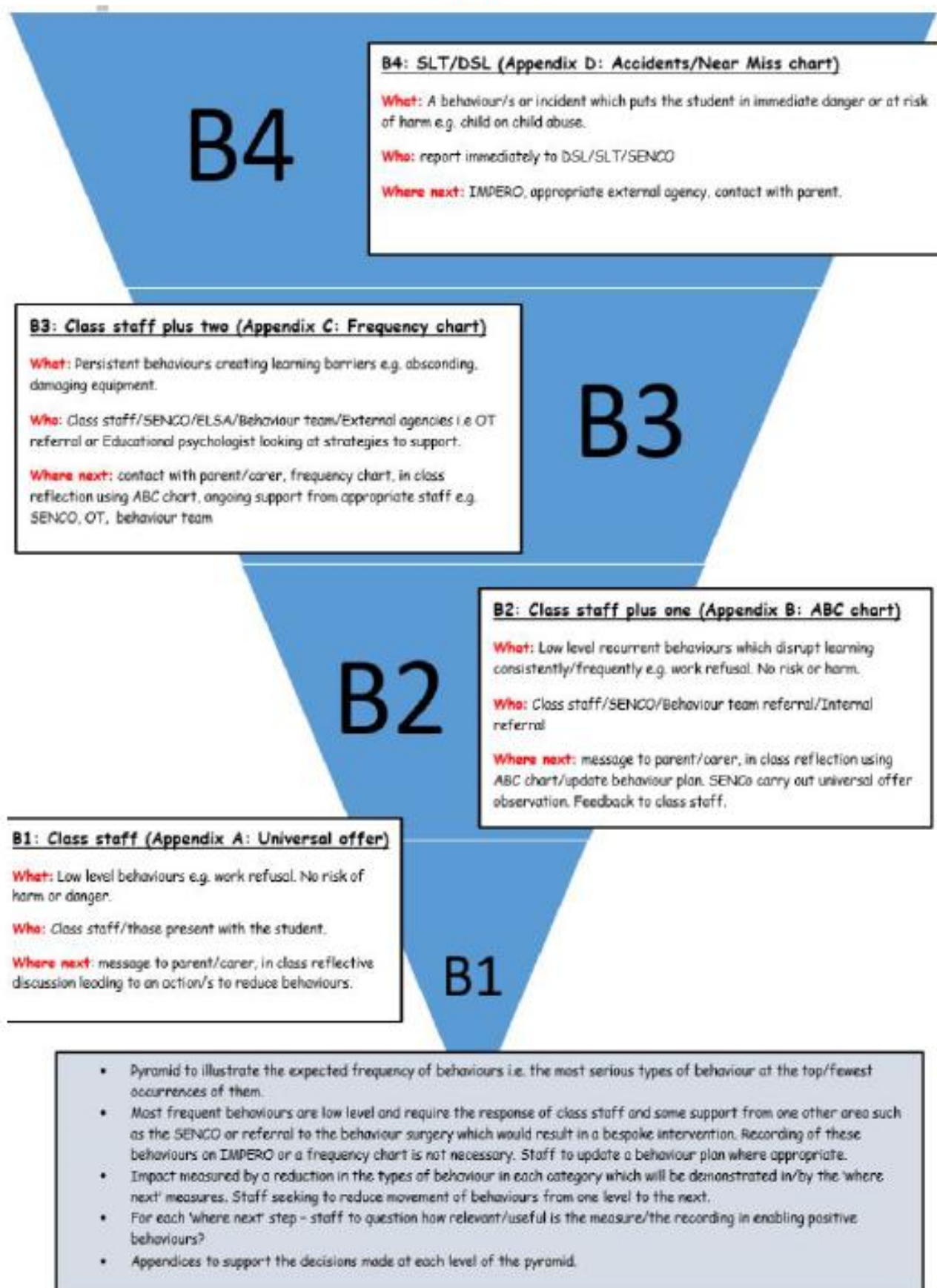
Crisis: Loss of control. Support may be needed to keep the individual and/or others safe. Crisis is believed to be an opportunity to grow.

Summary

At Uffculme School, we believe that positive behaviour grows through safe relationships, emotional regulation, understanding and belonging. Our role is not simply to manage behaviour, but to understand the needs behind it and support every young person to thrive with dignity, safety and connection.

Appendix I: Graduated Response Pyramid.

Appendices



Appendix 2: Behaviour and Wellbeing Checklist

Appendix 2a

Appendix 2a: Communication and Environment Checklist

Inconsistent	little evidence of strategies used consistently and effectively.
Emerging	most strategies in place but not used consistently by all staff.
Secure	Appropriate strategies in place and used effectively by all staff

Class:	Teacher:	Date:	Observation/self-evaluation completed by:
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Focus	Inconsistent	Emerging	Secure	Comment	Action
Adults communication:					
• Reduced language					
• Use of symbols/visuals					
• Giving time for pupils to process information					
• Responding to pupil's communication					
• Time given for pupil to process information					
Communication environment:					
• Calm and quiet					
• Appropriate room layout					
• Symbols/visual support					
Pupils communication:					
• Opportunities to communicate a variety of communicative functions					
• Symbols available/ALDs					
• Opportunity to use the appropriate form of communication (words, gestures, pointing to low or high tech AAC.					

Uffculme Relationships, Regulation and Support Policy 2026/2027

Uffculme Behaviour Policy 2023/2024

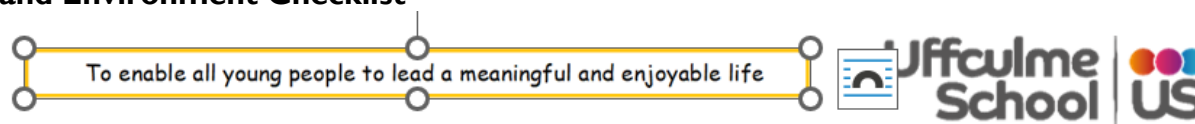
Engagement:					
Attention level of pupil matches expectation of lesson content /pacing of lesson					
All resources at appropriate level and motivating					

Self-reflection: What is working well?	Any additional comments:

Individual pupil feedback and suggestions:

One target:	Action plan: How will it be completed? What support is needed?	Outcome: (Discussed on.....with.....)
To be reviewed on:		

Appendix 2a: Communication and Environment Checklist



Universal Toolkit for the Classroom:

Communication
Focus
Adults' communication:
- Language at an appropriate level - Use of symbols/visuals - Giving time for pupils to process information - Responding to pupil's communication - Time given for pupil to process information
Communication environment:
- Calm and quiet - Appropriate room layout - Symbols/visual support
Pupils' communication:
- Opportunities to communicate a variety of communicative functions - Symbols available - Opportunity to use the appropriate form of communication (words, gestures, pointing to low or high tech AAC).
Engagement:
- Attention level of pupil matches expectation of lesson content /pacing of lesson - All resources at appropriate level and motivating

Positive Behaviour & Well-being
Focus
Belonging
- Space for the pupil in class – table, coat peg, etc - Evidence of pupil's work displayed within the learning environment.
Communication
- Class timetable visible and referred to. - Individual timetable available (where needed) and referred to when needed. - Communication boards available (where needed). - Adult using appropriate language/communication for the level of the pupil.
Environment
- Predictable and familiar structure in place – child knows what is expected of them at each point in the day. - Learning tasks are appropriate for developmental level

Positive Behaviour & Well-being
Relationships
- Pupil <u>has the opportunity to</u> work with an adult on a 1:1 basis. - Pupil contributes in a manner commensurate with their abilities during whole class discussion or activity. - Pupil seeks out adult/identified adult for support. - Pupil receives support from all adults in the room when/where needed. - Staff offer attuned interactions with the pupil responding appropriately to the needs of the pupil at that time.

Appendix 2b: OT Checklist

Inconsistent	little evidence of strategies used consistently and effectively.
Emerging	most strategies in place but not used consistently by all staff.
Secure	Appropriate strategies in place and used effectively by all staff

Class:	Teacher:	Date:	Observation/self-evaluation completed by:
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Focus	Inconsistent	Emerging	Secure	Comment	Action
Movement and touch seeking behaviours. Pupil is finding it hard to be still and to focus on tasks.					
• Regular movement breaks					
• Regular opportunity for touch input –e.g. fidget toys, messy play					
• Trial of giving increased individual movement breaks ○ Use of rooms and equipment ○ Walks around school ○ Additional playground time ○ Errands					
• Shorter duration of learning tasks					
• Staff notice when pupil is starting to move more and read this as a cue for needing a movement break					
• Staff understanding of the need to provide the type of movement or touch input the pupil is seeking e.g. pushing, squeezing, rocking, head upside down, touching things (various textures) etc.					

Sensory Processing Differences					
Simple supports and environmental adaptations for sensory sensitivities					
• Staff consider how the sensory environment is affecting the pupil (touch, smell, visual, auditory, temperature) and make simple modifications:					
• Reduce auditory and visual distractions ○ reduce visual display on walls ○ reduce talking and noise nearby					
• Turn lights on or off?					
• Ear defenders or hat covering ears trialled (if noise sensitive)					
• Stagger schedule to avoid noisier times of day / noisier pupils					
• Use of wide brimmed hat/cap or sunglasses outside (if light sensitive)					
• Opening / closing the door or window. Opening closing blinds.					
• Ensure pupil can see when they will be touched. Use of firmer touch rather than light tickly touch (if touch sensitive)					
• Consider position in classroom: Do they need a screen, separate table, be away from peers who trigger them?					

Appendix 3: Uffculme Universal, Targeted and Specialist Offer



Uffculme Graduated Approach

Specialist	Creating Enabling Environments	High Quality Teaching	Working Together with Parents & Families	Agencies
	• Highly personalised learning environments (bespoke classrooms/areas) • Individual sensory regulation plans with specialised equipment • Access to dedicated therapeutic or low-arousal spaces • Significant environmental adaptations based on needs	• 1:1 or very high staffing ratios where required • Individualised curriculum (pathways linked to EHCP outcomes) • Specialist interventions (e.g. S&LT, OT programmes) • Intensive communication approaches (e.g. AAC systems, PECS) • Behaviour support plans rooted in relational and regulation approaches	• Multi-agency collaboration (SALT, OT, CAMHS, EP) • Frequent review meetings (EHCP annual/interim reviews) • Co-production of provision and outcomes with families • Direct family support in implementing specialist strategies • Transition planning (into, within and beyond school)	- External SALT OT EP - Regular direct therapy - FtB / Neurodevelopmental services – complex assessment - Paediatricians – diagnosis / medication management - Social Care (eg CiN) - Specialist autism services / outreach - Transition services (post-16, preparing for adulthood teams)
	Creating Enabling Environments	High Quality Teaching	Working Together with Parents & Families	Agencies
Targeted	• Personalised workstations or individualised learning spaces in classrooms • Additional sensory supports (e.g. weighted items, adapted seating) • Increased access to low-stimulus or quiet spaces • Environmental adjustments based on individual sensory profiles	• Small group interventions (communication, social interaction, regulation) • Targeted teaching programmes (e.g. emotional regulation, attention skills) • Increased adult scaffolding within lessons • Individualised targets linked to EHCP outcomes or assessed needs • Adapted curriculum pathways where appropriate	• Structured meetings to review targeted support • Shared strategies for consistency between home and school • Signposting families to additional support/services • Workshops or guidance for families (e.g. regulation, communication) - support)	• Educational Psychologist (EP) – assessment, consultation, strategies • Internal SALT – targeted communication programmes • Internal OT – sensory or functional interventions • School Nursing (enhanced role) – specific health plans • Early Help / Family Support services • FtB (lower-level or consultation support) • Behaviour Support / Outreach services • Autism outreach or advisory teachers (where applicable)
	Creating Enabling Environments	High Quality Teaching	Working Together with Parents & Families	Agencies
Universal	• Structured, predictable environments (visual timetables, routines) • Low arousal classrooms and sensory-considerate spaces • Zones for regulation (calm areas, breakout spaces) • Whole-school communication approaches (e.g. visual supports, symbols)	- Personalised curriculum offer within a pathway • Adapted teaching embedded in all lessons • Explicit teaching of communication and social understanding • Chunked instructions and processing time • Use of visuals, modelling and repetition • Staff skilled in autism-specific strategies • Focus on independence and choice making	• Regular home-school communication • Person-centred ethos (pupil voice embedded) • Parents kept informed of progress and provision • Accessible information about curriculum and support • Collaborative review opportunities	- School Nursing Service - GP services Local Authority - SEND / Inclusion teams (strategic role) - Educational Psychology (consultative / training level) Public Health / wellbeing services - Voluntary sector organisations (e.g. autism charities offering general advice)

Appendix 4: Risk Reduction Plan (RRP)

Risk Reduction Plan

Review dates; October, March, July or any other time changes are needed

Name:	Date Completed:	Medical Information: ASD
	Review date:	
Class:	Completed by:	

	What My Behaviour Looks Like	What Am I Communicating	How You Can Help Me
Green Zone			
Blue Zone			
Yellow Zone			
Red Zone			

What is the best method for debriefing after an incident? (Include communication factors)	
What is the best way for rebuilding relationships after an incident?	

Team Teach Techniques	Escorting		Comments
	1-person	2-person	
Show and go			
Help Hug			
Caring C Guide			
Friendly Hold			
Single Elbow			
Figure of Four			
Double Elbow			
Half Shield / Arm Waltz			
Single Elbow in Seats			
Help Hug to Beanbag			

Plan agreed by:		Date signed:
Student		
Parent/Carer		
Class Teacher		

