



Adventure Wellbeing School

Relational Support Policy

Document Reference	AWS-RSP-01
Policy Title	Relational Support Policy
School	Adventure Wellbeing School
Version Number	2.0
Publication Date	September 2026
Next Review Date	September 2027
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Policy Statement

Adventure Wellbeing School (AWS) commits to creating a safe, supportive, and inclusive environment that reflects best practices outlined in Keeping Children Safe in Education 2026, Independent School Standards, SEND Code of Practice, SMSC development guidelines, and DfE Behaviour in Schools guidance. AWS recognises behaviour as a form of communication, particularly for students with Special Educational Needs and Disabilities (SEND), who may express unmet emotional, sensory, or social needs through behaviour. This understanding is integral to our policy, built upon Positive Behaviour Support (PBS) principles, restorative justice, and a framework aligned with government guidelines.

At AWS, we implement restorative justice practices as a primary means of fostering accountability and empathy. Restorative justice encourages students to reflect on their actions and impact on others, promoting positive social interactions and personal responsibility. Our approach to behaviour is grounded in the belief that every child, regardless of challenges, can develop emotional resilience and positive behavioural patterns when supported with the proper interventions. This policy fosters a culture of empathy and respect, enabling students to flourish academically, socially, and emotionally.

Our alignment with Independent Standards and the SEND Code of Practice includes ensuring that all behaviour management strategies are adaptable to the unique needs of SEND students. AWS's commitment to these standards is evident in our consistent and proactive approach, designed to ensure students feel valued, safe, and supported. By integrating these principles, AWS creates an environment where behavioural expectations are clearly defined, compassionately reinforced, and consistently aligned with each student's developmental and emotional needs.

This policy should be read alongside the following statutory guidance and reference documents:

Department for Education (DfE) — Behaviour in Schools Guidance

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Keeping Children Safe in Education 2026

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

SEND Code of Practice: 0 to 25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Safeguarding Children in Education Service (SCiE) — Cheshire West and Chester

<https://www.cheshirewestscpe.co.uk/professionals/scie/>

Working Together to Safeguard Children 2023

https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf

Independent School Standards Guidance

https://assets.publishing.service.gov.uk/media/5cd3fc2fe5274a3fd6ee74b0/Independent_School_Standards- Guidance_070519.pdf

Roles and Responsibilities

Executive Headteacher

- **Policy Leadership:** Ensures the Relational Support Policy aligns with DfE guidelines, Safeguarding Children in Education Service Cheshire West and Chester (SCiES), SEND Code of Practice, and Independent Standards.
- **Policy Oversight:** Reviews and updates the Relational Support Policy regularly, incorporating feedback from staff, students, and families.
- **Staff Training and Development:** Oversees training for all staff in restorative justice practices, trauma-informed approaches, safeguarding, and behaviour management.
- **Incident Review and Response:** Manages serious behavioural incidents, notifiable incidents, and exclusions (if necessary), ensuring proportional and supportive responses.

- **Stakeholder Communication:** Communicates effectively with parents, carers, and the proprietor on behaviour management strategies, key incidents, and policy changes.

Proprietor

- **Governance and Accountability:** Holds the Executive Headteacher and Head of School accountable for implementing a Relational Support Policy aligned with government and independent standards.
- **Policy Compliance:** Conducts regular compliance checks to ensure the school meets regulatory standards in behaviour management, safeguarding, and SEND support.
- **Support for Resources and Training:** Provides financial and structural support for staff training, resources, and improvements related to behaviour management.
- **Oversight of Exclusion Policies:** Approves policies and procedures for exclusions, ensuring they comply with DfE guidance, particularly for SEND students.
- **Policy Review and Input:** Regularly reviews and supports the Relational Support Policy, ensuring it aligns with the school's values, mission, and regulatory requirements.

Special Educational Needs Coordinator (SENCo)

- **Relational Support Planning:** Develops and oversees Relational Support Plans (RSPs) for SEND students, collaborating with families and external professionals.
- **Staff Training and Guidance:** Provides expertise and guidance to staff on behaviour management strategies specific to SEND students.
- **Inclusive Practice Monitoring:** Ensures that all behaviour management practices are adapted to meet the needs of SEND students, including those related to sensory processing, emotional regulation, and communication.
- **Family Communication:** Acts as a key contact for families of SEND students, coordinating efforts between home and school to create a cohesive support system.
- **Data Analysis and Monitoring:** Tracks behavioural data for SEND students, identifying trends and advising on tailored interventions to support positive behavioural growth.

Relational Support Manager

- **Leadership of Relational Practice:** Leads the school's relational and therapeutic approach to behaviour, ensuring that practice across the school reflects the principles set out in this policy.
- **CPI Instruction and Staff Training:** Is a fully qualified and accredited CPI Instructor and delivers CPI training onsite. Ensures that all staff are trained and remain current in CPI, monitors staff competency, oversees training standards, and ensures alignment with statutory safeguarding duties.
- **Incident Oversight and Review:** Leads the weekly Incident Review Meeting, oversees the daily monitoring of behavioural incidents recorded on CPOMS and ABC forms, and ensures that patterns and emerging risks are identified and acted upon.
- **Debrief and Post-Incident Practice:** Leads structured post-incident debriefs with pupils and staff, ensuring that every physical intervention is reviewed, recorded and reflected upon within a prevention-first and trauma-informed framework.
- **Quality Assurance:** Monitors the use and proportionality of physical intervention, ensuring it remains a last resort, and reports on quality assurance and continuous improvement to the Senior Leadership Team and the Proprietor.

- **Staff Development:** Provides coaching, modelling and guidance to colleagues on de-escalation, co-regulation and safe practice, and works alongside the Relational Support Lead to ensure a consistent relational approach across the school.

Relational Support Lead

- **ELSA Training and Intervention:** Is trained as an Emotional Literacy Support Assistant (ELSA) and leads on the planning, delivery and evaluation of ELSA interventions, supporting pupils to develop emotional literacy, self-awareness, self-regulation and the skills to build and repair relationships.
- **Multidisciplinary Working:** Works in close partnership with the SENCo, Occupational Therapist and Speech and Language Therapist to plan, sequence and review therapeutic interventions, ensuring that emotional, sensory and communication support is delivered as one coherent offer around each pupil.
- **Oversight of the Cubbie:** Oversees the pupil programme within the Cubbie sensory regulation space alongside the school's Occupational Therapists, ensuring that access is planned, purposeful and matched to each pupil's sensory profile.
- **Restorative Practice:** Supports staff to deliver restorative conversations, circles and agreements, and supports pupils to reflect, repair relationships and reintegrate following an incident.
- **Monitoring and Review:** Contributes to the Incident Review Meeting and to the review of behavioural data, advising on adjustments to interventions, Relational Support Plans and personal risk assessments.
- **Family Partnership and Staff Support:** Works with families to ensure a consistent relational approach between home and school, and supports colleagues in the day-to-day delivery of therapeutic intervention.

Staff (Teachers, Teaching Assistants, and Support Staff)

- **Daily Behaviour Management:** Implement and consistently uphold the school's behaviour expectations, using restorative practices, positive reinforcement, and therapeutic approaches.
- **Proactive Intervention:** Identify early signs of behavioural challenges, offering supportive interventions and refocus sessions as needed.
- **Restorative Justice Facilitation:** Engage students in restorative conversations, circles, and agreements to promote accountability, empathy, and conflict resolution.
- **Safeguarding and Incident Reporting:** Adhere to safeguarding practices outlined in KCSIE, accurately document behavioural incidents, and promptly report notifiable incidents to the Senior Leadership Team.
- **Continuous Professional Development:** Participate in ongoing training related to behaviour management, trauma-informed care, SEND support, and restorative justice.

Children

- **Understanding Behavioural Expectations:** Learn and strive to meet the school's behaviour expectations, understanding the impact of their actions on others.
- **Engagement in Restorative Practices:** Participate actively and openly in restorative conversations, circles, and agreements to resolve conflicts and repair relationships.
- **Self-Regulation and Reflection:** Develop self-awareness and emotional regulation skills through school-provided tools such as Zones of Regulation and refocus sessions.
- **Commitment to School Values:** Show respect, empathy, and responsibility, contributing positively to the school community.
- **Open Communication:** Share concerns and seek support from staff when facing behavioural or emotional challenges.

Parents and Carers

- **Collaboration with the School:** Work with AWS staff to create a consistent approach to behaviour management between home and school.
- **Reinforcement of Behavioural Expectations:** Support and reinforce the school's behavioural expectations and restorative practices at home.
- **Participation in Behavioural Support:** Engage in meetings and workshops with staff and the SENCo, particularly for students with RSPs or additional support needs.
- **Open Communication with Staff:** Maintain open communication with teachers and the SENCo, providing updates and insights on any behavioural changes observed at home.
- **Feedback and Input on Policy:** Participate in surveys and feedback opportunities related to the Relational Support Policy, contributing to the continuous improvement of the school's approach.

Introduction: A Therapeutic and Inclusive Approach

AWS's therapeutic, inclusive approach aligns with the KCSiE standards, Independent Standards, SEND Code of Practice, and SMSC guidelines, creating a comprehensive support model. This inclusive approach reflects a commitment to fostering each child's holistic development, ensuring that all students receive academic and social-emotional support. AWS's therapeutic methods incorporate trauma-informed practices and Positive Behaviour Support (PBS), creating an environment that promotes student well-being, resilience, and independence.

Our Core Vision

AWS's vision is to create an environment that prioritises holistic development, where academic, personal, and social growth are viewed as interconnected. The school's mission closely aligns with KCSiE and the SEND Code of Practice, ensuring that all behaviour management practices are inclusive, proactive, and flexible. AWS believes in meeting each child's emotional, sensory, and social needs to foster meaningful learning experiences and lifelong personal growth.

AWS's approach encourages students to cultivate life skills, empathy, and self-awareness alongside academic achievement, integrating these values into every aspect of the educational experience. This approach aligns with DfE Behaviour in Schools guidance, which advocates for positive, inclusive behavioural support frameworks. AWS's vision ensures that every student receives personalised care, which is critical in addressing the complexities of SEND needs while maintaining high standards for independence, resilience, and responsible behaviour.

Restorative Justice: Building Relationships and Repairing Harm

AWS's restorative justice practices reflect our commitment to promoting empathy, accountability, and constructive conflict resolution as outlined in Independent Standards and DfE guidance. Rather than punitive measures, AWS uses restorative justice to address behavioural challenges, providing students with tools to understand the impact of their actions and take steps toward making amends. This approach is particularly valuable for SEND students, who may benefit from understanding social consequences in a structured and supportive setting.

Restorative practices at AWS include structured conversations, circles, and formal agreements, which are facilitated to help students build understanding, responsibility, and social skills. AWS's restorative approach aligns with government guidance recommending alternative disciplinary approaches, emphasising relationship-building over punishment. This not only supports the immediate resolution of conflicts but also fosters long-term social development, preparing students to navigate interpersonal challenges both within and beyond the school setting.

Therapeutic Principles at AWS

The therapeutic approach at AWS is built on principles designed to support SEND students' emotional, sensory, and behavioural needs, aligning with SMSC development, the SEND Code of Practice and government guidance on inclusive education. AWS's therapeutic model aims to foster empathy, resilience, and a positive sense of identity among students. Our staff work collaboratively to provide a consistent, understanding environment that supports emotional regulation and social learning, emphasising the following core principles:

- **Building Positive Self-Identity:** AWS encourages students to develop a positive self-identity, recognising the significance of self-worth and self-esteem in fostering resilience. This principle aligns with the SMSC framework, which emphasises personal and social development as part of a well-rounded education.
- **Environmental Structuring:** AWS structures physical and virtual environments to minimise sensory triggers, providing predictability that helps reduce anxiety and promote focus. This approach is informed by KCSiE guidelines, ensuring each student feels safe and supported across learning settings.
- **Consistency and Predictability:** Maintaining structured routines and expectations supports the government's Behaviour in Schools guidance, which advocates for stability in behaviour management. Predictability is particularly valuable for SEND students, who may rely on routine to feel secure and engaged in learning.

These therapeutic principles demonstrate AWS's dedication to an inclusive, understanding environment where each child is supported in achieving emotional, academic, and social growth. This approach not only promotes resilience and self-regulation but also prepares students for future independence, aligning with the goals of SMSC and SEND guidelines.

Behaviour as Communication and Therapeutic Approach

AWS recognises behaviour as a primary form of communication, a principle central to the SEND Code of Practice and KCSiE guidelines. This therapeutic approach involves understanding the underlying emotional, sensory, or social factors influencing students' behaviour, particularly for SEND students who may communicate needs or discomfort through actions rather than words. AWS's framework is designed to address these factors constructively, aligning with DfE guidelines on inclusive, proactive behaviour support.

Understanding Neurodiversity Behaviour

For neurodivergent students, behaviour often reflects responses to sensory sensitivities, social communication challenges, or heightened emotional reactions. AWS staff are trained in neurodiversity-informed practices to recognise that challenging behaviours may signal sensory discomfort, anxiety, or other underlying needs. This approach aligns with Independent Standards, which advocate recognising individual differences in behavioural responses and supporting students accordingly.

At AWS, we take a proactive approach to supporting our students. Our staff are trained to identify and manage sensory triggers, ensuring that the school environment — both physical and digital — is adapted to minimise discomfort. This aligns with KCSiE recommendations for sensory-aware environments and supports SMSC development, which values individual well-being as part of holistic education. By understanding and accommodating neurodiversity, AWS creates an inclusive setting that respects students' unique responses and communication styles.

Trauma-Informed Practice

AWS adopts a trauma-informed approach, understanding that trauma experiences can significantly impact behaviour, particularly among SEND students who may process emotions differently. In AWS's behaviour management framework, trauma-informed practices are embedded to ensure an empathetic response to students' needs, aligning with Keeping Children Safe in Education 2026 and government safeguarding standards.

This approach involves training staff to recognise and respond to trauma indicators in behaviour, creating a safe, non-threatening environment that fosters trust and security. AWS's trauma-informed practices support students in moving from reactive to reflective behaviour, helping them navigate difficult emotions in a safe space. In accordance with Independent Standards and KCSiE, AWS's trauma-informed model reinforces emotional safety, emphasising empathy and consistency in every interaction.

Zones of Regulation

The Zones of Regulation framework at AWS is integral to promoting emotional literacy and self-regulation. It aligns with SMSC's focus on personal development and the SEND Code of Practice's emphasis on skill-building for self-awareness. This tool uses a colour-coded system to help students identify and manage their emotional states, providing a structured approach for recognising feelings and learning strategies to maintain self-control.

AWS integrates the Zones of Regulation throughout the curriculum and daily routines, encouraging students to reflect on their "zone" and develop self-regulation techniques with staff support. By adopting a common language for emotions, AWS helps students communicate their needs effectively, fostering empathy and understanding. This model aligns with DfE's Behaviour in Schools guidance, which advocates for structured tools to aid emotional management.

Cognitive Behavioural Techniques (CBT)

AWS employs Cognitive Behavioural Techniques (CBT) as a therapeutic support for SEND students, helping them understand the relationship between thoughts, feelings, and behaviours. These CBT-based techniques align with the SEND Code of Practice's emphasis on teaching self-regulation and resilience, particularly for managing anxiety and challenging behaviour.

Through CBT-informed methods, students learn strategies to reframe negative thought patterns and develop coping mechanisms. AWS's staff guide students in breaking down complex emotional responses into manageable steps, supporting their emotional resilience and problem-solving growth. This approach is consistent with SMSC standards, which prioritise personal independence and self-reflection skills, and DfE guidance, which encourages constructive, skill-building interventions in behaviour management.

Relational Support Plans

AWS's Relational Support Plans (RSPs) are tailored to reflect each student's unique needs, strengths, and goals. These plans are developed collaboratively with input from families, external professionals, and, where appropriate, the students. The RSP framework is designed to align with SEND guidelines, DfE standards, and Independent School Standards, ensuring a student-centred approach to behaviour management.

Each RSP outlines specific strategies for supporting positive behaviour, addressing potential triggers, and offering tools for self-regulation. Regularly reviewing and adapting these plans ensures they remain relevant and effective, enabling AWS to respond proactively to each student's evolving needs. This commitment to personalised care upholds the principles of the SEND Code of Practice, reinforcing AWS's focus on individualised support that respects each student's dignity and potential.

A Multidisciplinary Therapeutic Approach to Intervention

Interventions at Adventure Wellbeing School are not delivered in isolation. Emotional regulation, sensory processing and communication are deeply interconnected, and a pupil who is dysregulated may be communicating a sensory need, an unmet emotional need, or difficulty in expressing themselves. For this reason, therapeutic intervention at AWS is planned and reviewed collaboratively rather than as a series of separate strands of support.

The Relational Support Lead works alongside the SENCo, the Occupational Therapist and the Speech and Language Therapist to form a multidisciplinary team around each pupil. Together this team draws on assessment, professional

observation and the pupil's Relational Support Plan and EHCP outcomes to agree which interventions are offered, how they are sequenced across the week, and how progress will be measured. This ensures that ELSA sessions, sensory regulation programmes, communication support and classroom strategies reinforce one another and share a consistent language.

The team meets regularly to review the impact of intervention and to adapt provision as a pupil's needs change. Where a pupil's presentation shifts, the multidisciplinary team considers the whole picture before adjusting support, ensuring that changes are therapeutic in intent, proportionate, and grounded in an understanding of the child rather than a response to a single incident. Families are partners in this process and are kept informed of the rationale for the interventions their child receives.

Collaboration with Families and Carers

AWS values the involvement of families and carers as fundamental to effective behaviour management. We recognise that consistency across home and school settings strengthens support for SEND students. This collaboration aligns with KCSiE and SEND Code of Practice principles, encouraging active family participation in developing and implementing behaviour strategies.

AWS communicates regularly with families to discuss students' progress and share effective strategies. It also provides workshops and resources that empower parents to reinforce positive behaviour at home. This cohesive approach ensures that students experience a seamless support network, helping them build resilience and confidence across all environments. Family engagement in behaviour management reflects the Independent Standards and SMSC guidelines, which advocate for holistic student development through collaborative, family-inclusive support.

Restorative Justice Framework

Restorative justice forms the foundation of AWS's approach to behaviour management. It promotes empathy, accountability, and constructive conflict resolution. This model aligns with Independent Standards and DfE guidance by providing alternatives to punitive measures and supporting inclusive, long-term behavioural development, especially for SEND students. AWS's restorative practices enable students to understand the consequences of their actions, take responsibility, and actively engage in repairing relationships within the school community.

Why Restorative Justice?

Restorative justice is essential to AWS's commitment to a supportive, empathetic learning environment, particularly for SEND students who may benefit from understanding the impact of their behaviour in a structured and compassionate context. Traditional punitive measures often fail to address underlying causes, whereas AWS's restorative approach focuses on identifying these causes and supporting students in finding constructive ways to engage with others.

This approach aligns with KCSiE guidelines and the DfE's Behaviour in Schools guidance, which advocates for disciplinary methods that promote accountability and social development. By embedding restorative justice into AWS's Relational Support Policy, the school reinforces the importance of mutual respect, empathy, and community responsibility, cultivating an environment where students learn from their actions and grow in understanding.

Restorative Practices in Action

AWS employs various restorative practices to help students make amends and foster positive relationships. These practices — structured conversations, meetings, and circles — are adapted to meet the diverse needs of SEND students, ensuring that every student can engage fully and meaningfully in the restorative process.

- **Restorative Conversations:** Used primarily for minor incidents, these one-to-one conversations allow students to reflect on their actions, understand their impact, and consider ways to make amends. AWS staff facilitate these conversations with empathy and respect, focusing on guidance rather than punishment.
- **Restorative Meetings:** For more complex or impactful incidents, AWS holds formal restorative meetings involving students, staff, and, when appropriate, families. These meetings encourage open dialogue, helping all parties address harm and create action plans for reconciliation. Restorative meetings align with SMSC development, enabling students to consider the social and moral implications of their actions.
- **Restorative Circles:** AWS uses restorative circles to address group-related issues or foster community responsibility. Circles allow students to share perspectives, understand the broader impact of their behaviour, and collaboratively seek solutions. This practice supports both SMSC and DfE standards, which value community engagement and empathy in behaviour management.

By prioritising these restorative practices, AWS promotes a culture of empathy, accountability, and relationship-building, ensuring students develop social and emotional skills that extend beyond the classroom.

Restorative Justice for SEND Pupils

AWS's restorative justice practices are adapted to accommodate the unique needs of SEND students, ensuring that every student can meaningfully engage in the process. This inclusivity reflects principles from the SEND Code of Practice and Independent Standards, which advocate for flexible, individualised approaches to behaviour management.

For example, students with language processing challenges may be provided with visual aids or written prompts to participate effectively in restorative discussions. AWS staff are trained to adjust the pacing of conversations, use clear and straightforward language, and provide sensory accommodations when needed. By making restorative justice accessible, AWS ensures that all students can experience the benefits of empathy, accountability, and social learning, reinforcing the school's commitment to an inclusive environment.

Restorative Justice and Exclusion

AWS views restorative justice as a constructive method to avoid exclusion, aligning with DfE guidance recommending minimising exclusionary discipline, especially for SEND students. Exclusion can often worsen behavioural challenges by isolating students from support networks, whereas restorative justice offers a pathway for understanding, accountability, and reintegration.

By encouraging students to address their behaviour within the community, AWS's restorative model reduces the need for exclusion and supports students in taking responsibility for their actions without being removed from their learning environment. This approach is consistent with Independent Standards and government guidance, which endorse inclusive, non-exclusionary methods for behaviour management. Restorative justice at AWS allows students to learn from their actions and re-establish positive relationships, reinforcing the school's commitment to an inclusive and supportive learning environment.

Monitoring and Reviewing Restorative Outcomes

To ensure the effectiveness of restorative practices, AWS continuously monitors and reviews outcomes, guided by KCSiE, and focuses on accountability and personal growth. Behavioural data, including trends in restorative outcomes and feedback from students, families, and staff, is regularly analysed to guide improvements.

This data-driven approach ensures that AWS's restorative practices remain relevant, effective, and responsive to the community's needs. By regularly evaluating and adjusting its approach based on real outcomes, AWS strengthens its restorative justice framework, reinforcing empathy and responsibility as core values within the school culture. This commitment to monitoring and review reflects Independent Standards and DfE guidance, ensuring AWS's Relational Support Policy supports continuous improvement and remains aligned with best practices.

Government Guidance and Compliance

AWS's Relational Support Policy aligns with essential educational standards and government guidelines, ensuring that all practices uphold principles of inclusivity, safety, and student-centred support. Compliance with key frameworks — including the Department for Education (DfE), Keeping Children Safe in Education (KCSIE) and the SEND Code of Practice — reflects AWS's commitment to fostering a safe and supportive educational environment for all students, particularly those with SEND.

DfE Guidance: Behaviour in Schools (2022)

AWS's Relational Support Policy integrates the principles outlined in the DfE's 2022 Behaviour in Schools guidance, which advocates for proactive, positive behaviour management approaches. This guidance emphasises that behaviour management should be inclusive, supportive, and rooted in positive reinforcement rather than relying on punitive measures. AWS aligns with this framework by adopting an approach that recognises the diverse needs of SEND students and promotes a safe, inclusive school environment.

In accordance with DfE guidelines, AWS's Relational Support Policy ensures consistency in behavioural expectations across all areas of school life. Structured interventions and well-defined routines provide stability, supporting SEND students in understanding and meeting behavioural expectations. By following DfE's emphasis on proactive support and positive reinforcement, AWS cultivates an atmosphere of respect, accountability, and inclusivity.

Keeping Children Safe in Education (KCSIE 2026)

KCSIE 2026 guidance is a reference point and a cornerstone of AWS's safeguarding practices. It ensures that all behaviour management approaches, without exception, prioritise student safety in physical and digital learning environments. AWS staff receive ongoing training in KCSIE principles, which include recognising potential risks to student welfare, understanding trauma responses, and creating emotionally safe spaces for all students.

This commitment to safeguarding aligns with KCSIE and Independent Standards, which advocate for a holistic approach to safety that encompasses emotional, physical, and digital environments. By incorporating KCSIE into its Relational Support Policy, AWS ensures that all students, particularly those with SEND, experience a secure and supportive learning environment. The school's trauma-informed practices further enhance this commitment, helping staff respond empathetically to behavioural indicators that may signal underlying safety concerns.

SEND Code of Practice (2015)

AWS's approach to behaviour management is firmly grounded in the SEND Code of Practice, which provides a framework for meeting the needs of students with special educational needs and disabilities. The Code emphasises personalised, student-centred strategies, encouraging schools to adapt behaviour management techniques to reflect each student's unique needs. AWS's Relational Support Policy reflects this approach by offering Relational Support Plans (RSPs) and personalised interventions that align with each student's strengths and challenges.

In line with the SEND Code of Practice, AWS's commitment to individualised care extends to active family collaboration, flexible behaviour management techniques, and preventive strategies. By fostering an inclusive approach, AWS ensures that SEND students are supported in developing self-regulation, resilience, and positive behavioural patterns. This compliance with the SEND Code reinforces AWS's dedication to providing a respectful, empowering environment that upholds each student's dignity and rights.

Safeguarding Children in Educational Settings (SCiES) — Cheshire West and Chester

SCiES guidelines inform AWS's approach to creating a safe, inclusive environment that promotes emotional well-being, proactive behaviour management, and safeguarding. Our policy aligns with SCiES by fostering an environment that supports positive behavioural development through empathy, structure, and proactive intervention.

In both physical and online spaces, SCiES emphasises the importance of clear policies on cyber-safety, anti-bullying, and respectful interactions. AWS has adapted these recommendations to establish comprehensive digital and physical safeguarding measures, preventing cyberbullying and ensuring that online interactions are respectful and supportive. This alignment with SCiES guidelines reflects AWS's commitment to an inclusive learning environment where every student, particularly those with SEND, can feel secure and empowered to learn.

Independent Schools Standards (ISS)

AWS adheres to the Independent Schools Standards (ISS), which set high expectations for governance, behaviour management, and safeguarding in independent educational settings. ISS compliance requires that independent schools implement policies that foster a safe, supportive, and inclusive learning environment, with particular attention to the needs of SEND students.

AWS's compliance with ISS includes transparent policies, consistent behavioural expectations, and rigorous monitoring of behaviour and outcomes. By aligning with these standards, AWS demonstrates its commitment to providing an educational setting where SEND students feel safe and valued. The ISS's focus on accountability and continuous improvement further supports AWS's goal of refining its Relational Support Policy through ongoing evaluation and feedback from the school community.

Promoting Positive Behaviour and Rewards

AWS is dedicated to fostering a positive school environment where desirable behaviours are consistently encouraged and celebrated. This approach advocates inclusive, supportive spaces that nurture emotional, social, and personal growth. AWS recognises that positive reinforcement plays a significant role in shaping students' behaviour, especially for those with SEND who may require additional motivation and validation.

Positive Reinforcement

Adventure Wellbeing School prioritises positive reinforcement as a central component of this policy. By focusing on celebrating pupils' achievements, we recognise that encouragement is more effective than punitive measures, particularly for pupils with SEND. This practice aligns with DfE Behaviour in Schools guidance, which advocates supportive, motivational strategies in behaviour management, and with Independent School Standards, which recommend consistent, constructive feedback to promote pupil wellbeing.

Our approach to rewards is deliberately simple and consistent. Every pupil, every member of staff and every family should be able to answer the same question in the same way: what do we give rewards for at this school? The answer is our school values.

Rewards Are Linked to Our School Values

All whole-school recognition at Adventure Wellbeing School is awarded for demonstrating one of our four school values:

- **Inclusivity** — embracing and celebrating difference, and ensuring that everyone feels valued and included.
- **Compassion** — showing understanding and kindness towards others.
- **Empowerment** — showing confidence, independence, self-belief and resilience.
- **Respect** — honouring the dignity and worth of every individual, and of our environment.

Dojos are the school's universal recognition system. A dojo is awarded when a pupil demonstrates one of these four values. Dojos are not awarded for anything else, and every dojo awarded is attributed to the specific value it recognises.

This matters for two reasons. It ensures that recognition is consistent and fair across every classroom, so that pupils experience the same expectations wherever they are and with whichever adult they are working. It also means that our values are taught continuously through daily practice rather than displayed on a wall, supporting pupils' spiritual, moral, social and cultural development and reinforcing the behavioural expectations set out elsewhere in this policy.

Awarding Dojos in Practice

Staff name the value aloud when awarding a dojo, so that the pupil understands precisely what they have done and why it mattered. Recognition is descriptive rather than general: "That was compassion — you noticed Jamie was upset and you went and sat with him" rather than "well done".

Dojos are awarded for effort and for small steps, not only for outcomes. For many of our pupils, a single instance of one of these behaviours represents significant progress, and staff award dojos on the basis of the individual pupil's starting point.

Examples of how dojos are linked to each of our values are set out below.

Value	What it might look like at AWS	Example of a dojo awarded
Inclusivity	Inviting a peer into a game or activity; making space at a table; adapting an activity so that a peer can join in; welcoming a new pupil; celebrating a peer's success	<i>"Inclusivity — you changed the rules of the game so that Alfie could play too."</i>
Compassion	Noticing that another person is upset; offering comfort or help; checking on a peer after an incident; showing patience with someone who needs more time; kindness towards an adult who is having a difficult day	<i>"Compassion — you fetched the calm box for Millie without being asked."</i>
Empowerment	Attempting something difficult; asking for help appropriately; using a regulation strategy independently; persevering after a mistake; taking on a responsibility; making a choice for oneself	<i>"Empowerment — you used your breathing when you felt frustrated and came back to your work."</i>
Respect	Listening while others are speaking; using kind words when disagreeing; looking after equipment and the environment; following an instruction first time; respecting another person's need for space	<i>"Respect — you let Sam finish his idea before you gave yours."</i>

Staff look actively for opportunities to award dojos to every pupil and are expected to ensure that recognition is distributed fairly. Monitoring of dojo distribution forms part of the weekly Senior Leadership Team review of behaviour data, alongside the cohort analysis described in the Incident Reporting and Monitoring section of this policy.

What Dojos Are Not Used For

Dojos are never removed once awarded. This is consistent with our principle that previously earned privileges and rewards are not withdrawn as a consequence of later behaviour. Removing a dojo would introduce a punitive element into a system designed solely to recognise and teach our values, and would undermine the trust on which our relational practice depends.

Dojos are not used to rank pupils against one another, and are not linked to attendance, attainment levels or the completion of work in itself — although the effort, perseverance or independence a pupil shows in that work may well be recognised as empowerment.

Celebrating Achievement

Dojos are celebrated through weekly class totals and recognition during celebration assemblies. Achievements are shared with families so that pupils' successes are visible at home and families can reinforce the same values, using the same language, beyond school.

Wider recognition of achievement continues alongside dojos through verbal praise, certificates, celebration assemblies and the marking of personal milestones.

Tailored Rewards for SEND Pupils

Some pupils require highly individualised motivators in addition to dojos. These are distinct from our whole-school recognition system. Individualised motivators are not a values-based reward; they are a planned therapeutic intervention, selected on the basis of careful observation, functional assessment and the outcomes set out in the pupil's Relational Support Plan and, where applicable, Section F of their EHCP. Their purpose is to reduce barriers to learning, increase engagement and support the development of self-regulation and communication skills.

Recognising that each student's needs, interests, and motivations are unique, Adventure Wellbeing School uses a personalised and therapeutic approach to rewards that celebrates progress in emotional regulation, communication, social development, and personal responsibility. This approach aligns with the SEND Code of Practice, which emphasises individualised support that reflects each pupil's strengths, needs, and long-term outcomes.

Rewards at AWS are designed to motivate, encourage engagement, and reinforce positive behaviours while supporting pupils to develop self-awareness, confidence, and independence. All reward approaches are informed by knowledge of the individual pupil, functional understanding of behaviour, and close collaboration with families and professionals where appropriate.

At Adventure Wellbeing School, some pupils with significant SEND needs, including those with profound communication differences, autism, sensory processing needs, or cognition and learning differences, may require highly individualised motivators to support emotional regulation, learning readiness, and sustained engagement. In these cases, motivation strategies are selected based on careful observation, functional assessment, and the child's Relational Support Plan or EHCP outcomes.

Motivators and rewards are used to reduce barriers to learning, increase engagement, and support the development of self-regulation and communication skills in line with Section F of a pupil's EHCP. All approaches are planned, monitored, and reviewed regularly to ensure they remain appropriate, effective, and proportionate, and that they contribute to long-term skill development rather than dependency.

Examples of tailored rewards and motivators include:

- Access to preferred activities linked to individual interests such as creative tasks, construction, problem solving, outdoor learning, or technology-supported learning
- Sensory-based motivators including access to sensory rooms, calming environments, movement opportunities, or regulation resources
- Social and relational rewards such as shared activities with trusted adults, leadership roles, or opportunities to support peers
- Communication-based reinforcement including choice making, visual rewards, success feedback, and recognition of communication attempts
- Recognition of achievement through certificates, reward cards, assemblies, or celebration of personal milestones

Pupils who have individualised motivators also receive dojos on exactly the same basis as their peers. The two systems run alongside one another: dojos recognise our shared school values, while individualised motivators support access, regulation and engagement. Adventure Wellbeing School does not use food or edible items as reinforcers.

All reward strategies are paired with explicit teaching, modelling, and support to help pupils understand what they are working towards and why. Staff consistently support pupils to recognise their own progress, reflect on successes, and develop pride in their achievements.

Adventure Wellbeing School is committed to supporting pupils to move towards intrinsic motivation wherever possible. Over time, staff work to reduce reliance on high-intensity external motivators, replacing them with natural reinforcement such as praise, autonomy, meaningful relationships, sensory regulation tools, and successful communication. This approach ensures rewards remain ethical, developmentally appropriate, and focused on long-term wellbeing and independence.

Positive Conversations and Family Involvement

AWS values family involvement as a fundamental component of effective behaviour management, particularly for SEND students who benefit from consistent support across home and school settings.

Regular communication between AWS and families ensures that progress, achievements, and challenges are shared openly, reinforcing positive behaviour through cohesive support. Families are invited to attend celebration assemblies, and regular progress updates provide insights into students' accomplishments. This collaborative approach aligns with SMSC guidelines, which emphasise the role of family and community in supporting holistic student development. By involving families in positive reinforcement, AWS strengthens behavioural consistency and enhances the sense of community around each student's growth.

Building Life Skills and Independence

AWS's approach to behaviour management integrates the teaching of essential life skills, such as resilience, emotional regulation, and independence. This reflects SMSC's commitment to preparing students for life beyond the classroom. This focus aligns with the Independent Standards, which emphasise the importance of social and emotional learning in fostering well-rounded development.

AWS helps students develop competencies contributing to future success, including respectful communication, responsible decision-making, and conflict resolution. For SEND students, specific skill-building strategies may include structured support during social interactions or practice with self-regulation techniques. This approach ensures that AWS promotes positive behaviour and equips students with the resilience and adaptability they will need in future academic, social, and professional contexts.

Sanctions and Restorative Justice

AWS prioritises restorative justice as a key approach to managing challenging behaviour, using sanctions only as a last resort. This model reflects the school's commitment to fostering empathy, responsibility, and long-term behavioural growth, especially for SEND students needing support understanding social consequences.

Principles of Restorative Justice

Restorative justice at AWS is built on core principles of empathy, responsibility, and reconciliation. Unlike traditional punitive measures, which may not address underlying issues, restorative justice encourages students to reflect on their actions and understand their impact on others. This approach is particularly beneficial for SEND students, who may struggle with emotional regulation or social interactions and thus benefit from a supportive environment for self-reflection.

This approach aligns with SMSC's focus on social and moral development, helping students develop empathy and accountability. By prioritising understanding over punishment, AWS promotes a culture where students feel valued and supported in their behavioural development.

Restorative Conversations

AWS employs restorative conversations for minor incidents, allowing students to reflect on their behaviour in a supportive setting. These conversations are guided by trained staff, who help students understand the impact of their actions and consider ways to make amends. This process aligns with Independent Standards and DfE guidelines, encouraging open communication and accountability.

Restorative conversations foster empathy and self-awareness, providing students a safe space to express their emotions and reflect on their behaviour. Staff ensure that these discussions are respectful and accommodate each student's unique needs, particularly for SEND students who may need additional support articulating their thoughts. Students learn valuable emotional regulation and interpersonal communication skills through these conversations, building resilience and social responsibility.

Refocus Sessions

Refocus sessions allow students to step back, regulate emotions, and regain composure constructively. These sessions incorporate therapeutic strategies, such as mindfulness practices, deep breathing exercises, or guided relaxation, allowing students to process emotions and return to the classroom with a positive mindset.

AWS recognises that temporary breaks can help students prevent escalation and regain control, especially for those with SEND who may experience heightened sensitivity to environmental or social triggers. Refocus sessions are aligned with SCiES recommendations, which support proactive, empathetic approaches to emotional regulation. By prioritising self-regulation, AWS fosters resilience, empowering students to navigate emotional challenges constructively.

The Cubbie: Personalised Sensory Regulation

Adventure Wellbeing School provides a Cubbie, a personalised sensory regulation space available to pupils as part of our therapeutic provision. The Cubbie offers a calm, low-stimulus environment in which a pupil can access a short, individually tailored sensory experience designed to help them self-regulate, reset and return to learning feeling ready to participate.

Sensory experiences within the Cubbie are personalised to the individual pupil, drawing on their sensory profile so that the light, sound and sensory input they receive respond to their own regulation needs rather than following a single fixed programme. Sessions are short and purposeful, and are intended to be used preventatively wherever possible, supporting pupils to pre-empt and manage sensory overwhelm before it escalates rather than only as a response to distress.

The Cubbie programme is overseen by the school's Occupational Therapists together with the Relational Support Lead. Occupational Therapy expertise informs each pupil's sensory profile and the design of their sensory experience, while the Relational Support Lead coordinates the pupil programme day to day, ensuring that access is planned, timetabled where appropriate, and integrated with the pupil's wider therapeutic provision and Relational Support Plan.

Use of the Cubbie is never a sanction and is never withheld as a consequence of behaviour. It forms part of a pupil's regulation toolkit alongside refocus sessions, movement opportunities and access to a trusted adult. Pupils are supported through psycho-education to understand why the Cubbie helps them, so that over time they recognise their own signs of dysregulation and can request the support they need. Engagement and impact are reviewed by the multidisciplinary team as part of the ongoing review of each pupil's provision.

Restorative Circles

Restorative circles are used to address more complex incidents or group-related challenges, providing a communal space for all parties to share perspectives and collaboratively seek solutions. This practice reflects SMSC's

commitment to community values and collective responsibility, encouraging students to develop empathy and understanding.

During restorative circles, students are encouraged to actively listen, express their perspectives, and participate in collaborative problem-solving. This approach supports the development of respectful relationships, as Independent Standards recommend, and fosters a sense of community within AWS. For SEND students, circles are adapted to ensure accessibility, including sensory accommodations or pacing adjustments, ensuring every participant can engage meaningfully.

Restorative Agreements

Restorative agreements are formal commitments developed with students to outline actions they will take to repair harm or restore positive relationships. Staff facilitate these agreements in a way that empowers students to take ownership of their actions, fostering accountability and personal growth.

These agreements may involve apologies, supportive actions, or participation in positive school activities. Students learn the importance of integrity, empathy, and accountability by working with staff to develop and uphold these commitments. This approach not only addresses the immediate behaviour but also supports the student's long-term social and emotional development.

Sanctions at AWS: A Last Resort

AWS reserves sanctions as a last-resort response to behaviours that significantly disrupt the school environment or pose safety concerns. Even then, sanctions are designed to be proportionate and constructive, ensuring students understand the link between their behaviour and its consequences.

AWS takes additional care to ensure sanctions are fair and reflective of individual needs. Staff work with students to address and repair any harm caused, supporting a constructive reintegration into the school community. AWS upholds a restorative approach that prioritises support, growth, and positive re-engagement by focusing on understanding rather than punishment.

At AWS, restorative justice serves as a constructive alternative to exclusion, promoting behavioural reflection, accountability, and positive reintegration. Exclusionary discipline can often negatively impact SEND students, isolating them from support networks and compounding behavioural challenges. AWS's restorative model instead provides students with tools to reflect on their actions, repair harm, and positively reintegrate within the school community.

This approach aligns with DfE guidance on behaviour in schools, which advocates for restorative alternatives to exclusion, especially for students with SEND. By reducing the reliance on exclusionary practices, AWS demonstrates its commitment to an inclusive, student-centred learning environment that empowers students to learn from their actions and foster empathy.

Supporting SEND Pupils in Restorative Justice

AWS ensures that SEND students can meaningfully engage in restorative practices by adapting processes to meet individual needs. Staff are trained to support diverse communication styles, address language processing differences, and accommodate sensory needs, making restorative practices accessible to all students.

For example, students may be offered visual aids, simplified language, or alternative forms of expression, such as written reflections or visual prompts, to participate effectively. By providing these adjustments, AWS ensures that all students experience the benefits of empathy, accountability, and social learning, regardless of individual challenges.

Monitoring Sanctions and Restorative Outcomes

AWS regularly monitors the outcomes of sanctions and restorative practices to ensure they contribute positively to the school environment. Behavioural data, including patterns in sanctions and restorative outcomes, is reviewed to guide necessary adjustments.

By evaluating and refining its approach based on behavioural trends and feedback, AWS ensures that its behaviour management practices are effective, inclusive, and aligned with best practices. This monitoring process upholds the values of SMSC, reinforcing AWS's commitment to accountability, empathy, and student-centred support within its Relational Support Policy.

Positive Handling and Physical Intervention

The school adopts approved positive handling approaches to support pupils safely and lawfully when there is a risk of harm. Staff are trained in the CPI framework developed by the Crisis Prevention Institute. CPI is a recognised, evidence-informed approach that promotes early intervention, co-regulation, de-escalation and the use of the least restrictive option at all times.

This policy operates in full accordance with statutory guidance, including Keeping Children Safe in Education and the Department for Education guidance Use of Reasonable Force. The school recognises that any use of reasonable force must be lawful, necessary, proportionate and in the best interests of the child. The welfare of the pupil is paramount at all times.

CPI training is rooted in the Care, Welfare, Safety and Security model and emphasises prevention, understanding behaviour as communication, and responding proportionately through dynamic risk assessment. Physical intervention is always regarded as a last resort and is only used to prevent injury to the pupil, other pupils or staff, to prevent serious damage to property, or to maintain good order and discipline where necessary and lawful under statutory guidance.

Delivery of CPI Training

CPI training is delivered onsite by the school's Relational Support Manager, who is a fully qualified and accredited CPI Instructor. This ensures that training is contextualised to the specific needs of our pupils, including those with SEND, SEMH needs and trauma histories. Having an in-house CPI Instructor provides significant safeguarding and quality assurance benefits. These include:

- immediate access to refresher sessions and re-accreditation
- bespoke workshops tailored to emerging needs or specific cohorts
- real-time coaching and modelling of de-escalation strategies
- consistent implementation of the Crisis Development Model across the staff team
- strengthened oversight of fidelity to CPI principles
- timely reflective debriefs using the CPI coping and debrief modules

This approach ensures that training is not a standalone annual event but an embedded culture of practice. Staff receive ongoing professional development, scenario-based workshops and live coaching to strengthen prevention and relational practice.

All staff, except those newly appointed, are trained in CPI and are expected to apply their training should the need arise. Staff complete refresher training at least annually, with re-accreditation in line with CPI guidance. New staff are trained as soon as reasonably practicable. Where required, interim risk management measures are put in place until training is completed.

The Relational Support Manager, as accredited CPI Instructor, maintains oversight of training standards, monitors competency and ensures alignment with statutory safeguarding duties under Keeping Children Safe in Education and Use of Reasonable Force guidance.

Acceptable Physical Intervention

Only the principles and techniques covered within CPI training are considered acceptable for use within the school. Staff do not use any physical intervention method outside of CPI training.

Training includes the background theory and rationale underpinning behaviour support, including:

- the Crisis Development Model
- staff rational detachment
- integrated experience
- conflict resolution and de-escalation strategies
- co-regulation approaches
- safe disengagement and holding skills
- post-incident coping and structured debrief

The availability of a trained CPI Instructor onsite allows structured debriefing using the CPI coping model to take place promptly following incidents. This ensures emotional processing, relational repair and restorative reflection for both pupils and staff. Debriefs are informed directly by CPI methodology and are recorded on CPOMS.

Each situation remains subject to dynamic risk assessment to ensure the safety, dignity and wellbeing of pupils and staff at all times. Any physical intervention takes account of the pupil's age, cultural background, gender, physical stature, communication needs, trauma history, special educational needs and disabilities, and medical profile.

Quality Assurance and Continuous Improvement

Because CPI training is delivered internally, the school can respond rapidly to patterns identified through CPOMS monitoring. The Relational Support Manager is able to analyse trends, adapt training focus, provide targeted coaching and deliver additional workshops where required. This strengthens safeguarding oversight and ensures that practice evolves in response to pupil need.

Incident data relating to physical intervention forms part of the school's wider safeguarding quality assurance cycle and is reviewed regularly by senior leaders and the Proprietor. Where patterns emerge, additional CPI workshops, staff supervision or adjustments to Relational Support Plans are implemented promptly.

Incident Reporting and Monitoring

Effective incident reporting and monitoring are central to AWS's behaviour management framework and underpin the school's commitment to transparency, accountability and proactive support for all pupils. Accurate and consistent recording enables staff to respond appropriately to individual need, ensures safeguarding oversight and supports a whole-school approach to continuous improvement.

All behavioural incidents, from low-level concerns to serious incidents, are recorded on CPOMS. Following any incident, a structured debrief takes place with the pupil and staff involved, using the coping module system. This process is led or overseen by the Relational Support Manager and is designed to support emotional regulation, reflection and repair. Debriefs provide pupils with an opportunity to process the incident once calm, develop coping strategies and restore relationships. All outcomes from the debrief are recorded on CPOMS to ensure continuity and accountability.

Incidents are monitored daily by senior leaders and the Relational Support Manager to ensure timely responses and appropriate safeguarding action. In addition, all recorded incidents are formally reviewed at the weekly Incident Review Meeting, led by the Relational Support Manager and attended by relevant members of the multidisciplinary team. This includes both low-level and high-level incidents. The purpose of this meeting is to review emerging patterns, evaluate the effectiveness of current strategies and agree clear next steps.

During the Incident Review Meeting, the multidisciplinary team considers individual incidents in context and agrees actions which may include amendments to Relational Support Plans, updates to personal risk assessments, changes to staffing arrangements or additional therapeutic or pastoral support. Where incidents are significant in severity or frequency, the team may consider further protective measures, including suspension, where this is deemed necessary to safeguard the pupil, their peers or staff. Any such decisions are taken carefully, proportionately and in line with statutory guidance.

Low-level incidents are never overlooked. These are recorded using ABC forms, which provide a structured analysis of antecedents, behaviours and consequences. This approach allows the school to maintain an active record of emerging behaviours, identify early patterns and intervene proactively before behaviours escalate. ABC data is reviewed alongside CPOMS records to inform preventative strategies and targeted support.

In addition to behaviour-led review processes, the Senior Leadership Team holds a weekly meeting where behaviour data is analysed at a strategic level. This includes statistical analysis of patterns and trends across key groups within the school community, such as gender, looked-after children and other identified cohorts. This oversight ensures that behaviour management practices are equitable, responsive and aligned with the needs of the whole school population.

Together, these systems ensure that behaviour incidents are not viewed in isolation but are used as meaningful data to inform decision making, staff training, resource allocation and the ongoing development of AWS's behaviour management framework.

The Importance of Incident Reporting

AWS recognises that accurate incident reporting is fundamental to maintaining a transparent and supportive school environment. Documentation provides a clear record of behavioural patterns, allowing staff to deliver consistent responses and tailor interventions based on individual needs. This consistency is particularly important for SEND students, as it reinforces behavioural expectations and provides opportunities for tailored support.

Incident reporting enables AWS to collaborate effectively with families, carers, and external professionals. This collaborative approach ensures that all stakeholders are informed and involved in behaviour management strategies, creating a cohesive support system for each student. By documenting incidents, AWS also upholds its commitment to student welfare, facilitating timely interventions prioritising safety and emotional well-being.

Incident Reporting Procedure

When an incident occurs, AWS staff follow a structured reporting procedure to document details accurately and ensure timely intervention. Incidents are recorded on CPOMS on the same day, reviewed by the Senior Leadership Team, and shared with relevant staff members and families, if appropriate.

The reporting procedure includes a debrief with involved staff members, allowing the team to reflect on the incident's triggers and discuss potential preventive strategies. AWS's commitment to clear documentation ensures that all behavioural interventions are grounded in empathy and understanding, supporting a therapeutic response that respects each student's unique needs. This procedure promotes transparency, accountability, and continuous improvement, reflecting Independent Standards and SMSC's focus on responsible behaviour management.

Notifiable Incidents

Specific behavioural incidents are designated as notifiable, requiring immediate action and communication with the school's senior leadership. These incidents typically involve safety concerns, such as physical injury, threats of self-harm, or situations necessitating emergency services. AWS staff are trained to recognise these incidents and follow an established protocol to ensure prompt and appropriate responses.

Examples of notifiable incidents include:

- serious physical injuries requiring medical intervention
- threats of self-harm or suicidal expressions
- instances involving offensive or dangerous items
- substantial property damage or substance misuse

Staff are instructed to report to the Senior Leadership Team immediately for notifiable incidents, ensuring that comprehensive support measures are implemented without delay. This protocol prioritises student welfare and responsive intervention. By adhering to this protocol, AWS reinforces its commitment to safeguarding, ensuring all students experience a secure learning environment.

Addressing Behaviour of Concern at Adventure Wellbeing School

At Adventure Wellbeing School, behaviour is understood as a form of communication. Our approach is relational, therapeutic and developmentally informed. We recognise that many pupils require adult support to regulate their emotions, build relationships and develop self-regulation over time. Clear boundaries, high warmth, consistency and compassion underpin all responses to behaviour.

Low-Level Disruptive Behaviour

Low-level disruptive behaviour may include shouting out, name calling, moving around the classroom without permission, pushing work onto the floor, talking over staff or peers, distracting others and similar behaviours.

Supportive responses include:

- increasing structure and appropriate supervision
- providing clear reminders of expectations using positive language that states what we want to see — for example, “In this school, we use gentle hands”, “In this school, we look after belongings”, or “In this classroom, we put our hands up”
- using short, clear instructions that state what needs to happen — for example, “I need you to stop”, “This needs to stop now”, or “I need you to sit here”
- considering what regulation or relational support may be required, such as movement, a change of environment or proximity to a trusted adult
- using specific descriptive praise whenever a pupil makes a positive choice, shows effort to self-regulate or seeks help
- holding boundaries consistently and applying clear, logical consequences

Low-level disruptive behaviour is not ignored. Incidents of this nature are recorded using ABC forms to capture antecedents, behaviours and consequences. This enables staff to identify emerging patterns, triggers and early warning signs, allowing for proactive intervention and support before behaviours escalate. ABC records are used to monitor low-level behaviour and are not a substitute for CPOMS reporting.

Elevated Behavioural Risk

Elevated behavioural risk refers to behaviours that present an increased level of concern in relation to safety, emotional wellbeing or the learning environment and require a more immediate and structured response. This may include persistent disruption, intimidation, damage to property or behaviours that significantly disrupt learning or compromise safety.

Incidents falling within this category must be recorded on CPOMS. These behaviours are not recorded using ABC forms. CPOMS records provide a formal safeguarding and behaviour record and ensure appropriate oversight by senior leaders.

Responses to elevated behavioural risk remain grounded in de-escalation and relational practice but may involve increased adult support, removal from the immediate environment, targeted regulation strategies and closer monitoring. Incidents are reviewed through the school's incident review processes and may result in amendments to Relational Support Plans, personal risk assessments or the introduction of additional support strategies.

Behaviour Requiring Physical Intervention

In a small number of situations, behaviour may escalate to a level where physical intervention is required to prevent injury or significant harm. Physical intervention is always a last resort, used only when other strategies have been unsuccessful or are not appropriate in the moment. Any intervention is based on dynamic risk assessment and delivered by appropriately trained staff using approved methods.

Physical interventions are considered within three broad categories:

Low-level physical intervention — guiding or prompting a pupil using light touch or positional support to redirect movement or support transition, for example guiding away from a situation or towards a safer space.

Medium-level physical intervention — supportive holding techniques that provide containment and stability while using the minimum level of physical contact necessary. These interventions aim to maintain safety while supporting the pupil to regain regulation as quickly as possible.

High-level physical intervention — more restrictive interventions that may be required in situations of significant risk, where there is an immediate danger of serious injury to the pupil or others. These interventions involve increased levels of physical support and control and are used only when assessed as necessary to maintain safety.

All physical interventions are carried out in line with the pupil's Relational Support Plan where applicable, recorded on CPOMS and followed by appropriate debrief and review processes.

Holding Boundaries

Clear boundaries help pupils and staff feel safe. Pupils need to trust that adults will respond calmly, consistently and effectively to prevent harm and maintain safety. Boundaries are held firmly and predictably, always with warmth and respect.

Staff communicate boundaries by:

- being calm, clear and emotionally regulated
- stating expectations and limits clearly
- naming when a boundary has been crossed
- explaining the logical consequence that will follow

Example language: "I can see that you are feeling frustrated. It is not ok to hurt others. Hands down. We are now going to pause the activity and move to a calmer space."

Responding to Escalation

When behaviour escalates, the priority is to reduce risk, support regulation and maintain relationships. The aim is always to de-escalate, co-regulate, understand the underlying need, repair relationships and support the pupil to return to learning. We draw on Bruce Perry's model using the four stages of Regulate, Relate, Reason and Repair.

Regulate

Adults regulate themselves first by:

- pausing and breathing
- remaining calm and non-reactive
- not taking behaviour personally
- modelling the behaviour we expect
- seeking support if feeling overwhelmed

Pupils are supported to regulate through:

- a calm tone of voice and body language
- clear instructions focused on what to do rather than what not to do
- close but non-intrusive proximity
- reduced demands
- language that conveys empathy, curiosity and acceptance of underlying distress while maintaining boundaries
- increased access to a key adult or safe adult
- clear if-then statements
- adjusting the environment to reduce risk
- allowing sufficient time for regulation, recognising that this can take up to thirty minutes

Relate

During incidents, staff remain emotionally and physically present for the pupil. This may involve bringing in additional staff to support the class or ensuring the pupil is supported by a trusted adult. Distress is met with PACE principles of playfulness where appropriate, acceptance, curiosity and empathy.

Reason

Reasoning and reflection only take place once the pupil is regulated and relationally connected. At this point, pupils are supported to reflect on what happened, the impact on themselves and others, and how situations can be managed differently in the future.

Discussions are:

- non-judgemental
- focused on safety and impact
- grounded in empathy and curiosity
- free from language that shames or humiliates

Repair

Relationship ruptures are a normal part of school life. Adults take responsibility for initiating repair and modelling how to put things right. Pupils are always given the opportunity to repair in developmentally appropriate ways.

Repair may include:

- apologies supported by an adult
- restorative conversations
- acts of kindness
- visual supports such as drawings or cards
- joint repair alongside a trusted adult

Key principles for repair include:

- keeping stress low
- remaining warm and engaged
- avoiding shame-based responses
- involving only those necessary
- supporting repair in partnership with the pupil

Use of Consequences

Consequences are natural and logical responses to behaviour. They help pupils understand cause and effect and create a predictable and safe environment.

Principles for consequences at Adventure Wellbeing School:

1. Consequences are logical and directly linked to the behaviour.
2. Consequences support learning and repair.
3. Isolation or relational withdrawal is not used as a consequence.
4. Consequences are recorded to identify patterns and inform support.

Once a consequence is completed, staff and pupils start afresh. The needs of anyone affected are acknowledged through restorative approaches. Previously earned privileges or therapeutic interventions are not removed.

The developmental stage and individual needs of each pupil are always considered. A plan-do-review approach ensures consequences do not hinder future learning.

Work Catch-Up

Completion of learning is non-negotiable. When work is missed, time is allocated for pupils to catch up with staff support. This also provides an opportunity to explore barriers to learning. Catch-up may take place during break time, lunch time or class choice time.

Additional Reflection Time

Some pupils may require additional reflection time supported by a senior or relational lead. A change of adult can help reduce tension, support regulation and enable meaningful repair. Reflection time may take place during break time, lunch time or class choice time.

Following reflection or catch-up, staff actively repair the relationship, reassure the pupil that the incident is resolved and praise positive behaviour at the earliest opportunity.

Psycho-Education

Pupils are supported to develop understanding of their emotions, behaviours and nervous systems through ongoing, developmentally appropriate psycho-education. This includes:

- understanding how the brain and body respond to stress
- recognising signs of dysregulation
- learning strategies to calm and regulate
- developing skills for repairing relationships
- building resilience over time

The Zones of Regulation framework is used to provide shared language and practical tools for emotional awareness and regulation.

Serious Incidents

Serious incidents are taken very seriously due to the potential risk to pupils, staff and the wider community. These may include absconding, assault, bullying including online behaviour, damage to property, discriminatory behaviour, or sexualised behaviour.

Following any serious incident:

- safety is prioritised
- underlying causes are explored
- pupils are supported to reflect with adult guidance
- parents or carers are informed
- boundaries are upheld consistently
- decision making considers whether behaviour was intentional or linked to unmet sensory, emotional or communication needs

Flags for Concern

A flag for concern system is used to ensure patterns are identified early and support is proportionate. A flag for concern may be raised when a pupil is involved in repeated incidents that exceed low-level behaviour.

Multiple flags within a term will trigger a review of provision and may lead to additional interventions, including temporary alternative arrangements where necessary. All decisions regarding flags are made through a multidisciplinary discussion to ensure fairness, consistency and a holistic understanding of the pupil.

Seclusion and Suspension

In rare circumstances where there is immediate risk to safety, a decision may be made to use seclusion or suspension. These decisions are never taken lightly and are based on safeguarding, risk assessment and the needs of the whole school community.

Where used, seclusion or suspension is:

- time limited
- reviewed regularly
- followed by a restorative reintegration plan
- focused on supporting a safe and positive return to school

Our Commitment

Adventure Wellbeing School is committed to supporting every pupil to feel safe, understood and valued. Through relational practice, clear boundaries and therapeutic support, we help pupils develop the skills they need to regulate, repair and thrive.

Links to School Policies

This policy should be read in conjunction with the following school policies:

1. Safeguarding and Child Protection Policy

- **Purpose:** Ensures the safety and protection of all students, aligning with KCSIE and SCiES guidelines.
- **Link to Relational Support Policy:** Behaviour management often intersects with safeguarding concerns, especially when addressing incidents that may indicate welfare issues. Staff must be aware of safeguarding protocols while managing behaviour.

2. SEND / Inclusion Policy

- **Purpose:** Outlines support for students with Special Educational Needs and Disabilities, ensuring equal access to education.
- **Link to Relational Support Policy:** Behavioural interventions and support plans must be tailored to meet the needs of SEND students. The Relational Support Policy incorporates inclusive and individualised approaches from the SEND Code of Practice.

3. Anti-Bullying Policy

- **Purpose:** Prevents bullying and promotes a safe, respectful environment in alignment with SCiES and DfE guidelines.
- **Link to Relational Support Policy:** Bullying incidents often fall under behaviour management, requiring restorative practices and conflict resolution. Both policies work to create a safe and supportive school culture.

4. Equality Policy

- **Purpose:** Promotes an inclusive environment that respects diversity and ensures equal opportunities for all students.
- **Link to Relational Support Policy:** The Relational Support Policy supports a respectful environment by addressing discriminatory behaviours and fostering empathy and inclusivity, which aligns with SMSC standards.

5. Online Safety Policy

- **Purpose:** Ensures students' safety in online environments, addressing cyberbullying and digital safeguarding.
- **Link to Relational Support Policy:** Online behaviour management must align with expectations for respectful, safe interactions, especially given the increasing integration of digital platforms in education.

6. Attendance and Punctuality Policy

- **Purpose:** Sets expectations for regular attendance and punctuality, which are critical for consistent learning and engagement.
- **Link to Relational Support Policy:** Attendance patterns can impact behaviour, and both policies support strategies to foster responsibility, commitment, and active participation in school life.

7. Staff Code of Conduct

- **Purpose:** Outlines professional standards and expectations for staff behaviour.

- **Link to Relational Support Policy:** Staff behaviour directly influences students' conduct. The Code of Conduct ensures that staff model respectful, supportive behaviour, as expected in the Relational Support Policy.

8. Exclusions Policy

- **Purpose:** Details procedures for exclusions, including when and how they are used.
- **Link to Relational Support Policy:** The Relational Support Policy supports restorative justice as an alternative to exclusion, particularly for SEND students, aligning with DfE guidance that minimises exclusionary discipline.

9. Complaints Policy

- **Purpose:** Provides a structured approach for families to raise concerns or complaints.
- **Link to Relational Support Policy:** Complaints related to behaviour management or disciplinary actions may follow this policy, allowing families to communicate concerns regarding how behavioural incidents are handled.

10. Data Protection and Confidentiality Policy

- **Purpose:** Ensures compliance with data protection laws, safeguarding student and family information.
- **Link to Relational Support Policy:** Behavioural incidents and intervention plans require sensitive documentation. This policy ensures that data on incidents, support plans, and outcomes is managed confidentially.

11. Home-School Agreement

- **Purpose:** Establishes shared expectations for behaviour, attendance, and academic commitment between the school and families.
- **Link to Relational Support Policy:** This agreement supports consistent behaviour management between home and school, strengthening families' role in reinforcing behaviour expectations.

Review of Current Policy

This policy will be reviewed annually by the Executive Headteacher, the Head of School, the Relational Support Manager and the Proprietor. Any changes made to this policy will be communicated to all staff members and relevant stakeholders.

This policy is due to be reviewed in September 2027.

Policy Review and Approval Register

The table below records each review of this policy, the nature of the changes made, who approved them, and the date of the next scheduled review.

Date reviewed	Nature of update	Approved by	Next review
13.01.2026	Changes to page 12: • Removal of edible reinforcers agreed by the Proprietor • Addition of a clear written statement outlining the school's therapeutic, non-food-based approach to emotional regulation and motivation • Statement emphasises sensory, relational, communication, movement-based, and autonomy-focused strategies	Proprietor	01 09 2026

Date reviewed	Nature of update	Approved by	Next review
23.01.2026	Significant changes to pages 15 to 23: • Incident reporting and monitoring procedures • Elevated behavioural risk levels and thresholds • Physical intervention arrangements and risk management • Interim Team Teach and Safer Handling arrangements to remain in place pending transition to CPI-led practice, with in-school training delivered by the Behaviour Lead	Proprietor and Behaviour Lead	01 03 2026
01.03.2026	Summary of the changes to page 16: • Replaced Team Teach and Safer Handling with CPI as the sole approved approach • Explicitly aligned the policy with Keeping Children Safe in Education and Use of Reasonable Force guidance • Clarified lawful, necessary and proportionate use of reasonable force and that it is never punitive • Added that CPI training is delivered onsite by the Behaviour Lead, a fully accredited CPI Instructor • Highlighted the benefits of in-house training, including bespoke workshops, rapid refreshers and structured CPI coping and debrief processes • Strengthened safeguarding oversight, monitoring and quality assurance links to incident data and CPOMS • Reinforced that physical intervention remains a last resort within a prevention-first and trauma-informed framework	Proprietor and Behaviour Lead	01 09 2026
04.08.2026	Policy retitled from Behaviour Policy to Relational Support Policy, with the new title applied to the cover page, document reference table and all references throughout the document. Page 1: publication date updated to September 2026 and next review date updated to September 2027. References to Keeping Children Safe in Education updated from KCSIE 2025 to KCSIE 2026, which comes into force on 1 September 2026. Page 1: document reference table updated to show both relational roles, Relational Support Manager (Kieran Davis) and Relational Support Lead (Alison Doherty). Contents page rebuilt in full. Page references updated, and sections added in the January and March 2026 reviews now indexed, including Positive Handling and Physical Intervention, Incident Reporting and Monitoring, Addressing Behaviour of Concern, Serious Incidents and Flags for Concern. Page 5: Behaviour Lead role retitled Relational Support Manager, retaining responsibility for CPI instruction and staff training, incident oversight and review, post-incident debriefs and quality assurance. Pages 5 to 6: Relational Support Lead added to Roles and Responsibilities, including ELSA training and leadership of ELSA interventions, oversight of the Cubbie programme, restorative practice, and multidisciplinary working with the SENCo, Occupational Therapist and Speech and Language Therapist. Page 9: new section, A Multidisciplinary Therapeutic Approach to Intervention, setting out how the Relational Support Lead, SENCo, Occupational Therapist and Speech and Language Therapist plan, sequence and review interventions together. Individualised Behaviour Support Plans (IBSPs) renamed Relational Support Plans (RSPs) throughout, reflecting the relational framing of the policy.	Proprietor, Executive Headteacher and Relational Support Manager	01 09 2027

Date reviewed	Nature of update	Approved by	Next review
	Pages 14 to 15: rewards section revised. Whole-school recognition through dojos is now explicitly and exclusively linked to the four school values of inclusivity, compassion, empowerment and respect, with worked examples for each value, guidance on descriptive recognition, and a statement that dojos are never removed once awarded. Page 15: tailored rewards for pupils with SEND retained and clarified as individualised motivators planned through the Relational Support Plan and EHCP Section F outcomes, running alongside rather than in place of dojos. Page 18: new section, The Cubbie: Personalised Sensory Regulation, describing the personalised sensory regulation provision, its oversight by Occupational Therapists together with the Relational Support Lead, and confirmation that access is never used or withheld as a sanction.		
25.08.2026	Version 2.0. Full formatting rebuild of the document. No change to the substance of the policy. Document rebuilt to A4 with corrected page margins, a properly spaced header and footer, and page numbering in the form Page X of Y. Contents page replaced with an automatically generated table of contents, so that page references update whenever the document is edited. Twelve sections that had previously been formatted as bold paragraphs, including Positive Handling and Physical Intervention, Incident Reporting and Monitoring and Addressing Behaviour of Concern, are now formatted as proper headings and appear correctly in the contents. Third-party images removed pending confirmation of reproduction rights. The frameworks they illustrated, including Zones of Regulation, continue to be named and described in the text. Hyphenation corrected throughout for de-escalate, self-regulate, co-regulation, trauma-informed, long-term, in-house and re-accreditation. Run-on lists in Responding to Escalation, Work Catch-Up and Seclusion and Suspension rebuilt as bulleted lists. Review date corrected: the Review of Current Policy section now states September 2027, consistent with the cover page.	Proprietor and Relational Support Manager	01 09 2027