



Luminous Oak
Academy

Relationships and Positive Behaviour Policy

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1. Aims

Policy aims:

- To provide clear guidance for all staff, volunteers, families, academy committee members and governors on how to support our pupils to feel safe and to co- and self-regulate so that they are ready to learn
- To provide a framework that is consistent with the values of Solent Academies Trust that provides staff and volunteers with the knowledge to understand the function and purpose of a child's behaviour and the skills and confidence to support that child
- To create a positive culture that ensures all pupils can learn in a calm, safe and supportive environment and that gives due regard to staff wellbeing
- Detail how the academy meets its duties as set out by statutory guidance from the Department of Education
- Summarise roles and responsibilities

Solent Academies Trust aims to:

- Create and maintain a safe and respectful learning environment for all
- Create environments based on high expectations, ensuring that all our pupils engage and enjoy learning and achieve their best possible outcomes
- To build confidence, independence and self-esteem in our pupils
- Promote and model positive, prosocial and socially acceptable behaviour at all times
- Ensure the workforce is well inducted, developed and supported so that they have the skills, knowledge and confidence to support each other and the pupils
- Develop and maintain active partnerships with pupils' families and their communities
- Work with a wide range of partners to ensure the safety and well-being of our pupils
- Listen to and value staff and pupil voice
- Prepare our young people for transition into adult life
- Provide a set of principles to the Principal upon which this policy is based. These include screening and searching pupils for items which are banned, and which may be searched for; the power to use reasonable force or make other physical contact; the power to apply the behaviour policy beyond the school gate; pastoral care for school staff accused of misconduct; and when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour

2. Legislation and statutory requirements

This policy takes account of non-statutory advice and statutory guidance from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation at school 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2025](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2024](#)
- [Use of reasonable force in schools 2026](#)
- [Supporting pupils with medical conditions at school 2015](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

Luminous Oak Academy is a special school for pupils aged between 8 to 16 with an Education, Health and Care Plan. Pupils attending Luminous Oak Academy all have social, emotional and mental health needs (SEMH) and other associated needs such as speech, language and communication difficulties (SLCN) and autism. We aim to support children's behaviour through a policy that is clear, coherent and consistently applied. We believe that all staff and pupils have the right to feel safe and secure. School life should be characterised by the ability to learn and develop in a calm and purposeful environment built on mutual respect and core values, and we believe that any form of discrimination is unacceptable. Every member of staff has a key role in applying this policy consistently and promoting and sustaining the highest standards of behaviour for learning.

3. Principles

There are a number of core principles that underpin our approach to supporting co- and self-regulation and it is vital that all staff both understand and support these. They will be explained in broad terms to candidates on interview, covered in more depth on induction and reinforced regularly to staff during training and at other times.

Relational practice

The academy takes a relational approach to supporting behaviour.

This means that we:

- Build strong relationships and connections with pupils
- Adopt restorative approaches to resolving conflict and harm
- Seek collaborative and proactive solutions to issues
- Accept that regulation takes time and space and that we must be patient and persistent, and that it will likely require us to help a pupil co-regulate initially
- Are trauma-informed
- Value and promote diversity, inclusion and equity
- Understand that dysregulated behaviour indicates that a pupil has one or more of their needs unmet (such as the need to feel safe) and it is very likely that adult support will be required to meet that need
- Recognise that a pupil's behaviour may sometimes challenge us both physically and emotionally. To maintain our resilience and ability to support them we need to be self-aware and seek help when necessary.
- Adapt our practice to ensure approaches are personalised to the individual
- We describe behaviours and actions specifically and precisely to avoid judgements, judgmental labelling, such as a 'naughty' child, and to retain a solution-focused mindset.
- We are positive and find the positives in situations where possible. Being positive means looking to overcome the negative aspects of a situation.

What we don't do

It is also important for us to recognise that this approach may challenge some of our own and society's expectations of how children's behaviour should be managed. All staff must therefore understand and support the following:

- We do not punish behaviour, rather we seek to understand it's purpose and take action to reduce the chance of reoccurrence
- We do not threaten children with punishment, sanctions, loss or privileges or telling their parents.
- We do not use shame as a response to dysregulation.
- We do not remove curriculum entitlements, such as swimming, as a punishment. We may, however, desist from an activity on safety grounds.
- We are not consequence-led. There may be natural consequences to a situation, particularly where repair to a relationship is required and this requires actions from the pupil. Adults will facilitate this and use it as an opportunity for the pupil or pupils to learn and develop their understanding. A natural

consequence may be that a risk assessment indicates that it is too dangerous for a pupil to take part in an activity or trip. As stressed above, this is not to be used as a punishment.

- We do not force compliance. Staff should understand that if they feel the need to win then the pupil will have to lose, and this will likely escalate a situation.
- Instead of believing that a pupil is just doing something for attention, we view this behaviour as their attempt to influence their environment to have their needs met more successfully and seek to support them to achieve this in a more appropriate way.

We understand that consistency doesn't mean rigidly doing the same thing every time but rather responding in ways that align with the academy's values. We use a flexible approach, acknowledging that responding to behaviour isn't just about repeating set or previously used responses, but about what's most effective for the individual pupil at the time, depending on the context of the situation. We recognise that pupils are at different developmental stages, meaning that the same behaviour from two different pupils may require different approaches to be effective and supportive.

Support for staff

We recognise that supporting pupils to co- and self-regulate can impact staff both physically and emotionally. To minimise this, we take induction and ongoing training seriously. We do not allow harm to become normalised, though we do acknowledge that staff may be harmed and prioritise appropriate support and follow up. We will also ensure that staff are debriefed and supported post-incident should they need it. We may make use of toolkits written for staff based on specific approaches, positive support planning, interventions or research. Access to supervision is available if needed. Risk assessments provide a further level of support to colleagues so that they have the best possible understanding of how to support a pupil.

Support for pupils

We understand that it is unfortunate but, at times, unavoidable that pupils will witness, or be impacted by, the dysregulation of other young people. To reduce the possible impact of this, learning is tailored pro-actively to teach pupils about positive, healthy relationships and boundaries. Responsive and reactive support is also available, following incidents, to ensure an ability-appropriate understanding and resolution is supported.

Isolation and seclusion

We define seclusion to be:

A non-disciplinary intervention involving keeping a child or young person confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, holding or locking a door closed.

Example 1 - A child becomes highly dysregulated, trying to leave the room and is throwing chairs at people in a classroom. To keep others safe, staff remove the other children and themselves, and hold the door closed, keeping the child in the room until they can summon help.

Example 2 – A child is highly dysregulated and intently seeking to physically harm others. Due to the child's physical stature and strength, physical intervention would present a higher risk of injury to the child or others if it were attempted. As a last resort, the child is secluded within a safe space, under constant visual supervision until emergency planning and de-escalation is possible.

We do not use isolation or seclusion as ways of punishing children for their behaviour. Both can cause and exacerbate trauma. A child can be supported to be in a space away from others to meet their own regulation needs for their safety or the safety of others, but they should be able to leave of their own volition, if it is safe to do so for the child and for others. If it is unsafe for a child to leave a space due to the risks posed to themselves or others being exceptionally high, they may be required to remain in the space under full adult supervision at all times. This will be detailed in a pupil's risk assessment if it becomes a foreseeable issue. Such incidents will also be recorded on our school system and parents will be informed as per the requirements of the government's guidance on seclusion. An overview of incidents of seclusion will be provided on a regular basis to our academy committee and the Solent Academies Trust Standards Board.

4. Roles and Responsibilities

The academy committee is responsible for:

- reviewing this behaviour policy annually in conjunction with the Principal
- monitoring the effectiveness of this policy via the use of data, and by obtaining evidence on link visits including pupil and staff voice
- holding the Principal to account for its implementation

The Principal is responsible for:

- reviewing and approving this policy in conjunction with the academy committee
- engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- ensure that leaders at all levels are confident to support their teams with pupil behaviour
- ensuring that staff understand the behavioural ethos and the importance of maintaining them
- making sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its approach and how best to support all pupils to participate in creating the culture of the school
- ensuring that staff have sufficient skill, knowledge and confidence to implement the policy and that this is developed over time
- ensure that data from behaviour records alongside other information such as staff feedback and observations of behaviour support, both at an individual and whole-school level, are analysed regularly, follow-up actions are taken and that that data informs policy review

Staff are responsible for:

- creating a calm, safe, respectful and caring environment
- modelling school expectations, routines, values and standards through teaching behaviour and in every interaction
- providing a personalised approach to supporting the regulation needs of pupils
- recording behaviour incidents
- ensuring regulation support plans are written and reviewed regularly, with the oversight and support of senior leaders. These are always shared with families
- implementing the Relationships & Positive Behaviour policy consistently
- communicating significant or persistent incidents and concerns with senior leaders and families

Families, where possible, should:

- support their child and work proactively with the school
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly
- raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

Expectations of pupils

At Luminous Oak...

- Relationships are at the heart of all that we do.
- Engagement is invested in, planned for and celebrated.
- Communication is personalised, developed, learned from and listened to.

- Perseverance is respected, recognised and supported.
- Independence is prioritised and built upon over time.
- Aspiration is meaningful, championed and admired.

5. Safeguarding

The school recognises that changes in behaviour, communication or presentation may be an indicator that a pupil needs help or protection. We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

Child-on-child abuse

Details of how the academy prevents child-on-child abuse and responds to such incidents is covered in the Child Protection and Safeguarding Policy in section 7.8.

6. The power to apply the behaviour policy outside of the academy premises

Leaders understand their powers as set out in the DfE statutory guidance to apply the academy's behaviour policy because of incidents outside of the academy's premises. Given the nature of the needs of the pupils at the academy, it is likely that a pupil or pupils may, at times, display behaviour that is deemed by the public to be risky, offensive or unsafe. Leaders will not punish pupils for this but, where possible, seek to support all involved to better understand the functions of those behaviours and how best the pupil can be supported to better self-regulate.

7. Use of reasonable force

What is restraint?

Department for Education define restraint as "a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint".

We define restrictive physical intervention - Use of Reasonable Force as:

Preventing, restricting, or subduing the movement of a child by the use of force.

Reasonable force is defined as no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Example – Using an approved technique to restrict the movement of a child's arms because their actions pose a serious risk of hurting themselves or someone else.

We define Non-force restraint as:

A non-disciplinary intervention which immobilises a child or limits their movement without the use of force.

Example - A child is strapped into a wheelchair, pushchair or specialist paediatric seat against their will and contrary to the intended use of the equipment, to prevent them from moving around.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil or others.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force as detailed in section 93 of the Education and Inspections Act 2006. School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or families accompanying pupils on a school organised visit

Solent Academies Trust uses Team-Teach, an accredited provider, to provide staff with a holistic approach to supporting and managing dysregulated and challenging behaviour. The focus and ethos of this approach is on the use of de-escalation strategies which calm and reassure the pupil when they find themselves in challenging or difficult situations. It teaches staff how to manage distressed behaviours and conflicts safely and respectfully.

Staff **may** intervene if:

- A pupil is liable to cause physical harm to themselves or to another person
- A pupil is likely to cause considerable damage to property

Incidents of non-force restraint or the use of force must:

- Always be used as a last resort
- Be reasonable, proportionate, necessary and in the best interests of all involved
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment – this is unlawful
- Be recorded on CPOMS and reported to families

Any follow up action should be recorded on CPOMS alongside any reviewed risk assessments.

Debriefs for staff and pupils will be conducted where appropriate.

8. Offsite Behaviour

As per the Solent Academies Trust Education Trips Policy, identified trip leaders complete a risk assessment prior to arranging a visit offsite which is signed off by the Education Visits Coordinator. Risk assessments must be submitted two weeks before the visit is due to go ahead (four weeks if the trip is a residential and requires local authority approval). Class teachers, alongside a member of the Senior Leadership Team, also complete a dynamic risk assessment prior to leaving the school to assess whether pupils will be able to safely access the visit. Once offsite if a pupil exhibits behaviour which is high risk to themselves or others then staff will follow the individual risk assessment, including dynamically if appropriate, for a pupil and consider whether the pupil needs to be collected from the activity or if the visit needs to be ceased for the entire group. Visit leaders may contact the school or emergency services for support. To ensure ease of communication, trip leaders are responsible for leaving EV2 form with a senior leader on site or the Admin team prior to leaving.

9. Absconding

A. Where a pupil absconds or is found to be absent from school having previously registered or is reported missing within the school day, the following safeguarding procedures must be followed:

1. Member of staff to inform the nearest SLT member and the Admin Team.

2. If staff are unsure as to where the pupil has gone, the member of Senior Leadership Team organises a search of buildings and the grounds and known places that the pupil may have gone to. This search should not exceed five minutes. At the same time, the Admin Team should contact IT to monitor CCTV, if available, covering all building exits and source a member of staff to supervise site exits.
3. If staff have observed the pupil absconding, they must track, maintaining a sightline and appropriate distance, taking with them a school radio where possible. If they pass a staff member, they should ask them to contact Luminous Oak Academy reception with their location and direction of travel. Wherever possible, they are to keep in contact with the school.
4. If the pupil is not found, then all available staff to complete a more thorough sweep of the academy, grounds and immediate local area, taking their mobile phone with them, wherever possible. This should not exceed a further five minutes.
5. The academy office must phone the police when the area has been fully checked if the pupil is not found.
6. Consideration will be given to whether the search should be extended beyond the academy perimeter.
7. Once a child has been 'out of sight or sound' for 5 minutes, the Academy Office will contact parents/carers. Once a child has been 'out of sight of sound' for 10 minutes, the Academy Office will contact the police on 999. The Academy Office always keep parents updated and liaise with the police at all times.
8. This decision will be based on staff's knowledge of the pupil and on the levels of risk, any active risk assessment and on what action is in the pupil's best interests.
9. Once the pupil has been found police and parents are immediately informed. The senior leadership team member will use their professional judgement to outline the response towards the pupil and the support the pupil will need in the future.
10. A written report must be filed on the incident using CPOMS.
11. Member of the senior leadership team must brief police and parents.

B. Absconding from a school visit offsite

Pupils involved in an outing are entered into off-site sheets in Reception. When going offsite staff must wear their ID badges.

All staff on visits out should ensure they have a charged mobile phone with them, wherever possible. The trip leader must take a charged mobile phone. A headcount of the pupils should be made at regular intervals and always before a minibus leaves a venue. If a pupil is discovered as missing, then a search (not exceeding two minutes) of the immediate area is undertaken by all available members of staff, ensuring that all other pupils continue to be appropriately supervised.

If the missing pupil is not located, then:

1. A staff member should notify the most senior member of staff at the academy and act on any instructions given.
2. The senior member of staff will notify the police and provide them with as precise a description of the pupil as possible, the last known whereabouts of the pupil and any other details they may require.

3. Notify the venue that is being visited and ask them to initiate their lost child protocols, informing them of the child's cognitive abilities, communication method and their likely response to unfamiliar people.
4. The senior leader will notify the pupil's parents and keep them updated as necessary.
5. The member of staff initiating the search should remain in situ until the police or assistance from the academy arrives in case the missing pupil should return or be found.

C. Review and Improve

It is important that following an incident the issues that arise are addressed and staff must:

- Review and update the individual pupil risk assessment
- Talk through the incident with the pupil and family
- Ensure that a record is kept of the discussion held with the pupil and family
- Keep all colleagues informed and discuss the incident in a staff meeting and/or in supervision meetings.
- Review procedures for the individual every half term to ensure appropriate control measures are in place and that all staff are fully informed.
- Inform the academy committee every term in the SEF report about any incidents of absconding.

12. Retention of prohibited items

Any prohibited items found in pupils' possession will be retained by the school. These items will not be returned to pupils. The discovery of illegal items will result in the police and social care being informed and the object or objects will be passed to them. Other prohibited items will be returned to families.

Prohibited items include: knives or objects that could be reasonably be considered a weapon and for which the pupil does not have a reasonable explanation for possessing, such as a screwdriver, alcohol, illegal drugs and associated substance misuse paraphernalia, medicines for which the pupil cannot provide a prescription, stolen items, tobacco, cigarette papers and other smoking materials such as lighters, vapes or nicotine pouches, fireworks, pornographic images or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

The academy's response to the discovery of any prohibited items will take into consideration the needs of the pupil(s) and the consequent need for parental and multi-disciplinary involvement at a level and nature appropriate to the incident or items discovered. The presence of such items, however obtained by the pupil, may indicate a safeguarding need which will be managed in line with the safeguarding policy.

13. Searching a pupil

The academy recognise that searching a pupil is an invasive action and leaders will exhaust all other options before doing this.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal. A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Principal, designated safeguarding lead (or deputy) or member of the senior leadership team who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

An appropriate location for the search will be found. Every effort must be taken to ensure that this is away from other pupils and that the dignity of the pupil is considered. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

All searches will be recorded on the school's electronic recording system, even when nothing is found.

An authorised member of staff may search a pupil's outer clothing, pockets or possessions.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g., a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Informing families

Families will always be informed of any search for a prohibited item, even if nothing is found. A member of staff will tell the families as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken with their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider the impact of the search on the pupil and whether any specific support is needed due to the reasons for the search, the search itself, or the outcome of the search. If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL).

14. Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been malicious, the Principal will manage the situation in accordance with this policy. Please refer to our safeguarding policy for more information on responding to allegations of abuse. The Principal will also consider the pastoral needs of staff accused of misconduct. The specific needs of an individual pupil will not be a reason to dismiss allegations, and all allegations will be taken seriously.

15. Training

Training

As part of their induction programme all staff are provided with sufficient initial training to enable them to promote the positive, proactive and preventative approach we take in supporting pupils to remain regulated, calm and happy throughout the day. The strategies underpin the way we work across the academy and the Trust and are consistent with our values. Staff are given further training during their time with the academy with regular refreshers throughout the academic year on strategies for supporting behaviour both generally and specifically to support the needs of individual pupils.

Staff are trained in conflict management strategies, including when physical intervention is required, which support pupils through a range of agreed techniques.

Regulation Support Plans

Some pupils require individual plans to support them and to ensure that staff adopt a consistent approach to supporting their regulation needs and their behaviour. These are made available to all staff who are required to read, understand and implement them, and agreed by families and pupils are involved in their construction at a level appropriate to the child.

These plans are reviewed regularly on an ongoing basis, and after any serious incidents.

16. The Equality Act 2010

Support

The academy recognises its legal duty under the Equality Act 2010 to ensure pupils with one or more protected characteristics are at a disadvantage due to the academy's systems, policies and approaches. Consequently, our approach to behaviour is differentiated to cater to the needs of the pupil. The school will evaluate a pupil who has been dysregulated to determine whether they have any underlying needs that are not currently being met (a speech, language and communication need, for example). Where necessary, support and advice will also be sought from specialist teachers and/or other professionals to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with families to create the plan and review it on a regular basis. Plans may include interventions such as:

- a sensory diet or OT programme
- a speech, language and communication programme
- intensive interaction
- an interoception curriculum
- Physio/Occupational Therapy programme
- Desensitisation programme

Transition

To ensure a smooth transition to the next year, class or school, a personalised process will be undertaken for each pupil, which could include transition sessions with their new teacher(s) prior to the end of the academic year or if a placement is coming to an end during the school year; staff members holding transition meetings to share knowledge about the pupils and their specific needs, including any covered under the Equality Act over and above that in their EHCP, including safeguarding information; social stories; solution circles to plan transition activities and give consideration to the environment (classroom space, breakout space, staffing, etc.)

To ensure behaviour is continually monitored and the right support is in place, information related to pupils' behaviour needs will be transferred to relevant staff prior to transition. Information on behaviour needs will also be shared with new settings for those pupils transferring to other schools.

Key documentation such as a pupil profile and risk assessment will be reviewed in the transition process.

Multi-agency partners will be involved where appropriate. Pupil and parent voice will be considered and, where possible, acted upon at all points within Transition planning and implementation.

17. Electronic Devices

Pupils' mobile phones and any gaming devices should remain off and put away during the school day.

- A lockable safe is provided for every student to store electronic devices during the school day.
- Devices must never be used either to photograph a student, a member of staff or visitor to the school.
- Some pupils may bring electronic devices to school for learning, communication or health purposes. Individual planning arrangements are to be agreed with the Senior Leadership Team.

Further to the Department for Education's statutory guidance Mobile Phones in Schools (2026), a Mobile Phone Policy has been developed which needs to be read along side this Relationships and Positive Behaviour Policy.

18. Links with other policies

This policy should be read in conjunction with the following:

- Anti-Bullying Policy
- Health and Safety Policy
- Equal Opportunities Policy
- Child Protection and Safeguarding Policy
- Mobile Phone Policy

