Tulip Academy Spalding

Relationships & Behaviour Policy

The VALUED Approach

Making Every Moment Matter

Policy Start Date:	September 2026
Policy Review Date:	September 2027

Policy status	Approved by LSB November 2026
Policy owner	Headteacher
Applies to	All pupils, staff, volunteers and visitors
Operational guidance	Tulip Relationships & Behaviour Operational Handbook
Review	September 2027

At Tulip, we are VALUED
Voice • Aspiration • Learning • Understanding • Engagement — rooted in Dignity.

Dignity is inherent. It is not earned, awarded or removed. Our relationships,

expectations and responses to behaviour must protect the dignity, safety and inclusion of every person.

1. Purpose and Scope

This policy sets out Tulip Academy's strategic approach to relationships, behaviour, recognition, regulation and restorative practice. It is intentionally concise. Detailed staff procedures, graduated responses, recording arrangements, flowcharts and training guidance sit within the accompanying Relationships & Behaviour Operational Handbook.

The policy is informed by the CIT recommended relationships policy for special schools and is adapted to reflect Tulip Academy's VALUED Approach, specialist context and agreed systems.

It should be read alongside the school's relevant safeguarding, health and safety, intimate care, staff conduct, parent conduct, SEND, searching/screening and restrictive physical intervention arrangements, together with Trust policies where applicable.

2. Our Rationale: Relationships First

Positive, trusting relationships are central to learning, safety, wellbeing and belonging. Adults have an essential role in modelling the calm, respectful and relational behaviours we want pupils to experience and develop.

We recognise that behaviour is communication. Behaviour may communicate an unmet need, difficulty with communication, sensory or emotional regulation, anxiety, trauma, pain, uncertainty, developmental need or other factors. Understanding behaviour does not mean ignoring its impact. We seek to understand what happened, keep people safe, teach more successful responses, repair harm where possible and support a return to learning.

Our Shared Principle
Every decision and action under this policy should prioritise safety, dignity, inclusion and the best interests of the child, while maintaining high expectations for learning, relationships and the wellbeing of the whole school community.

3. The VALUED Approach

VALUED is Tulip Academy's whole-school framework. It replaces previous school behaviour or culture frameworks and provides the shared language through which we teach expectations, recognise progress, reflect after difficulty and build relationships.

Value	Pupil Message	In Relationships and Behaviour
Voice	I am heard.	We notice and respond to every pupil's communication, including non-speaking communication.

Aspiration	I can achieve.	We hold ambitious, personalised expectations and support pupils to keep moving towards meaningful goals.
Learning	I can progress.	We teach, adapt, practise and learn from success and difficulty.
Understanding	I am known.	We seek to understand the individual, their communication, needs, experiences, strengths and context.
Engagement	I can participate.	We create meaningful opportunities for pupils to connect, take part and re-engage.
Dignity	Everyone. Always. Every moment.	Dignity is the foundation of the framework and remains intact at all times.

Different pathways. Different expressions. The same inherent dignity.

4. Everyone Means Everyone

Tulip Academy supports pupils through Pre-Formal, Informal, Semi-Formal and Formal learning pathways. Our Post-16 provision is a distinct phase which predominantly builds on a semi-formal approach, with an increasing focus on independence, preparation for adulthood, communication, functional English and maths, life skills and meaningful participation in the wider community. The same VALUED principles apply to everyone, but the way they are taught, communicated, recognised and demonstrated will differ according to age, developmental stage, communication, sensory profile, cognition, SEND, EHCP outcomes and individual circumstances.

Consistency therefore does not mean treating every pupil identically. Staff make reasonable adjustments and use personalised strategies so that expectations are equitable, meaningful and accessible. For Post-16 learners, this includes creating age-appropriate opportunities to apply learning in real-life contexts, develop independence and communication, practise functional English and maths, build life skills and participate safely and meaningfully in the community.

- A pupil does not need speech to have Voice or to take part in reflection.
- A pupil's behaviour should be considered in the context of their communication and developmental understanding.
- Safety and safeguarding remain paramount; SEND must never be used to minimise the impact of harm on another person.
- Recognition is equitable, not identical.

5. Adult Practice and Language

Adults are responsible for creating the conditions in which pupils can be safe, regulated, engaged and ready to learn. Staff use relational practice, de-escalation, co-regulation and developmentally appropriate communication as first responses wherever possible.

Adults will:

- build safe, trusting and supportive relationships;
- model calm, respectful and professional behaviour;
- listen with purpose and recognise all forms of communication;
- seek to understand before judging;
- avoid shaming or labelling language;
- use clear, accessible expectations and boundaries;
- make reasonable adjustments and follow agreed individual plans;
- maintain pupils' dignity, safety and wellbeing at all times;
- record and communicate significant incidents accurately and promptly.

Voice in Adult Practice
NOTICE → INTERPRET CAREFULLY → CHECK → RESPOND → SHOW THE PUPIL THAT THEIR VOICE HAD AN EFFECT.

6. Searching, Screening and Confiscation

6.1 Searching and Screening

Keeping children safe in education makes clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure that our pupil and staff welfare is protected and helps us establish an environment where everyone is and feels safe. The government document – 'Searching, Screening and Confiscation' - July 2022 will be used as guidance to structure our schools' screening, searching and confiscation procedures.

Before screening or conducting a search of a pupil, we will consider our obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute; but we will always ensure that any searching or screening must always be assessed as being justified and proportionate. We will always exercise our searching powers in a lawful way.

We believe that searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

In our school, only the Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they ***have reasonable grounds*** to suspect that the pupil may have a prohibited item (listed in paragraph 31of the government guidance Searching, Screening and Confiscation July 2022) or any other item that our school rules identify as an item which may be searched for.

The list of prohibited items is:
• knives and weapons;
• alcohol;
• illegal drugs;
• stolen items;

any article that the member of staff reasonably suspects has been, or is likely to be used:
• to commit an offence, or
• to cause personal injury to, or damage to property of; any person (including the pupil).

An article specified in regulations:
• tobacco and cigarette papers;
• fireworks;
and • pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

6.2 Confiscation

School staff can seize any prohibited item found as a result of the search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Staff at Tulip Academy will confiscate any item that may cause disruption or compromise safety throughout the school day. Items that have been confiscated will be kept in a safe that is situated in the school office.

Some items will be disposed of immediately due to health and safety, such items as chewing gum and partially eaten food etc. Any items of personal or monetary value may be returned to the pupil at the end of the school day. This will depend on the nature of the item and circumstances surrounding the incident.

A telephone call will be made home to notify parents/carers that their child has had an item taken off them and a request will be made to deter them from bringing such items into school.

In the event of a pupil not handing over a contentious item to staff appropriate action will be taken. Pupils will be notified of consequences that the school will administer. Staff will use a range of strategies to ensure the items are safely removed from the pupil. In some cases, this may lead to a physical intervention by staff in order to retrieve items that need to be held.

If a pupil is believed to have an item on their possession such as an illegal drug substance or a stolen item, then this will be referred to a member of the senior leadership team who will in turn decide if the incident should be dealt with by the police.

7. The Use of Touch

Touch can be a necessary and powerful tool in supporting the wellbeing and learning of children with additional needs. Touch from a member of staff should always be delivered in response to a perceived need from a child or young person and never initiated by the adult. Some circumstances in which touch may be appropriate include:

- Co-active work – to encourage initial experiences of materials

- Support and positioning
- Responding to physical greetings (according to age-appropriate norms)
- Supporting feeding and drinking
- Massage and other physical therapies
- Support in the hydrotherapy pool
- Using play equipment in the playground
- Holding hands or using wrist straps to maintain safety on outdoor walks
- Assisting with physical positioning in PE
- Games of chase and catch
- Supporting intimate care and personal hygiene tasks
- Comforting pupils or helping them to feel secure
- First aid and administration of medication
- Physical comfort on occasions where a pupil indicates they would like this, or on occasions when a pupil is showing significant signs of upset and/or distress and staff know that touch will help comfort the pupil

8. Expectations, Prevention and Planning

Our approach is preventative. Predictable routines, accessible communication, appropriate environments, strong relationships and personalised support reduce the likelihood of behaviour escalating.

Pupil profiles, support plans and risk assessments are used where appropriate to identify communication needs, known triggers, regulation strategies, reasonable adjustments, motivators, protective factors and agreed adult responses. These are reviewed when needs change and following significant incidents where appropriate.

The learning environment is part of our behaviour support. Environments should promote safety, communication, independence, regulation, engagement and readiness to learn. Detailed pathway-specific expectations sit within the Operational Handbook and the school's Teaching, Learning & Environment expectations.

9. Recognition: Noticing and Naming VALUED

Recognition is an important part of teaching the behaviours, dispositions and participation we want pupils to develop. Staff notice, name and recognise VALUED in ways that are meaningful for the individual.

Recognition Principle
NOTICE → NAME → RECOGNISE

Tulip's agreed whole-school recognition framework is:

Recognition	Whole-School Position	Purpose
Everyday VALUED Point	1 point in one VALUE area	Immediate recognition by any member of staff.
Friday VALUED Certificate	5 points in the selected VALUE area	Weekly class celebration of meaningful progress.
Headteacher Award	10 points in the selected VALUE area	Recognition of something particularly important for that individual pupil.
VALUE Badge	100+ points in one value = eligible for consideration	Termly consideration of sustained, meaningful demonstration; never automatic.
Dignity / VALUED Ambassador	All five VALUE badges = eligible for consideration	Recognition of sustained demonstration of the whole approach. It does not confer dignity.

Points reset at the end of the academic year; badges persist. Recognition may look different in the moment for different pupils, but all pupils belong within the same VALUED framework.

10. Responding When Behaviour is Difficult

When behaviour is unexpected, challenging or unsafe, our first responsibility is to protect safety and reduce escalation. Responses should be reasonable, proportionate, necessary, developmentally informed and linked to the behaviour and its impact rather than being punitive.

Staff responses may include:

- calm redirection and accessible reminders;
- adjusting communication, task, adult support or environment;
- time and processing space;
- co-regulation or agreed regulation strategies;
- support from additional staff or leaders where risk increases;
- a proportionate consequence or restorative action linked to the incident;
- review of the pupil's support plan, provision or risk assessment.

Detailed graduated responses and operational procedures are contained in the Operational Handbook. No operational response removes a pupil's inherent dignity.

11. Restorative Reflection, Repair and Re-Engagement

Post-incident work is an opportunity for learning. Restorative practice separates the behaviour from the person: we can reject or challenge an action while continuing to recognise the intrinsic worth of the pupil.

Tulip Restorative Sequence
READY → WHAT HAPPENED? → WHICH VALUE? → IMPACT → REPAIR → NEXT TIME → RECONNECT.

Reflection is adapted to the pupil's communication, age and developmental understanding and does not require speech. Where a pupil cannot yet understand a conventional restorative conversation, adults still use observation, communication systems, modelling, co-regulation and supported repair to help the pupil learn.

Reflection Time or other short-term adjustments may be used to support regulation, reflection, repair, missed learning and a successful return. Such arrangements are not punishment, seclusion or an informal suspension, and pupils continue to receive appropriate education and adult support.

12. Safeguarding and Child-on-Child Abuse

Behaviour and safeguarding are closely connected. All staff must remain alert to the possibility that behaviour may indicate abuse, neglect, exploitation, trauma or another safeguarding concern.

Child-on-child abuse is a safeguarding matter and must be taken seriously. In a specialist setting, additional needs may influence communication, social understanding, regulation, cognition or intent; however, the impact on a pupil who has experienced harm remains significant.

Responses must balance:

- safeguarding and supporting the pupil who has experienced harm;
- understanding the needs, developmental level and intent of the pupil displaying the behaviour;
- appropriate education, support and risk management for everyone involved;
- accurate recording, pattern analysis and referral to safeguarding leaders.

Staff follow the school and Trust safeguarding procedures for reporting and recording concerns. The detailed operational response to child-on-child abuse sits within the Safeguarding Policy and Operational Handbook.

13. Restrictive Intervention, Regulation Spaces and Duty of Care

Tulip Academy takes seriously its duty of care to pupils, staff and visitors. De-escalation, regulation and relational approaches are prioritised. Restrictive physical intervention is not a punishment and must not be used simply to secure compliance where there is no immediate safety concern.

Where restrictive intervention is necessary, it must be reasonable, proportionate, necessary, used for the shortest time possible and in the interests of reducing risk. Detailed requirements, approved approaches, recording and reporting are governed by the relevant Trust/school restrictive physical intervention arrangements and staff training.

Seclusion - forced isolation where a pupil is prevented from leaving - is not used as a behaviour strategy. Regulation spaces are supportive spaces intended to promote safety and self- or co-regulation; pupils are not locked in. Any situation in which a pupil is prevented from leaving a space must be treated and recorded in line with restrictive-intervention requirements.

Searching and screening, where required, will be undertaken in line with the relevant school/Trust policy and with due regard to dignity, privacy, age, developmental level and SEND.

14. Suspension, Exclusion and Reintegration

Suspension and permanent exclusion are serious responses and are considered within the applicable statutory and Trust framework. Tulip does not use informal or unofficial suspensions, including sending pupils home to 'cool off'.

Where suspension is considered, leaders will take account of the circumstances of the incident, the pupil's SEND, developmental understanding, reasonable adjustments, previous support and the safety and welfare of the school community. The Headteacher retains the decision-making responsibility required by the relevant framework.

Following suspension, reintegration should support a fresh start. Pupil Voice should be sought in an accessible way, relationships repaired where possible, and support or provision reviewed so that the pupil can return safely and successfully.

15. Roles and Responsibilities

Local School Board / Trust Governance	Ensures an appropriate policy is in place; holds leaders to account; monitors behaviour, suspension/exclusion and restrictive-intervention information; seeks assurance about lawful, proportionate and equitable practice.
Headteacher	Has overall responsibility for relationships, behaviour and safety; ensures consistent implementation; oversees significant decisions; ensures systems promote inclusion, dignity and high expectations; ensures appropriate training and monitoring.
Senior leaders / Behaviour and Wellbeing Leaders	Model relational leadership; support complex incidents; oversee graduated responses, restorative processes, reintegration and data; identify patterns and areas for development.
SENDCo and Specialist Teams	Ensure approaches reflect SEND, EHCP outcomes and reasonable adjustments; support personalised planning and review; work with families and external professionals.

All Staff	Build relationships; model VALUED; use preventative and relational approaches; follow individual plans; record accurately; seek support when needed; protect dignity, safety and wellbeing.
Pupils	Are supported, at a level appropriate to their communication and understanding, to engage with learning and relationships, express needs and feelings, participate in reflection and develop regulation and positive choices.
Parents and Carers	Work in partnership with school, share relevant information, engage with planning/review and support agreed approaches wherever possible.

16. Recording, Communication and Monitoring

Behaviour, recognition, significant incidents and interventions are recorded through the school's agreed systems. Behaviour Smart is used for VALUED points and behaviour recording in line with school guidance; safeguarding information and restrictive-intervention records are recorded through the appropriate designated systems. Significant recognition or context may also be shared with families through Seesaw where appropriate.

Leaders monitor patterns rather than isolated numbers alone. Monitoring should consider behaviour and restrictive-intervention trends, recognition, repeated incidents, pupil and family Voice, equity across pathways/classes/campuses, and the impact of support or adjustments.

Information is reviewed by senior leaders and reported through governance arrangements as appropriate. Monitoring is used to improve practice, identify unmet need and test whether pupils experience the VALUED Approach consistently and equitably.

17. Operational Handbook and Staff Training

This policy states Tulip Academy's principles and strategic commitments. The Relationships & Behaviour Operational Handbook translates these into day-to-day practice and will include detailed procedures, examples, flowcharts, recording expectations and training materials.

The handbook will cover, as a minimum:

- adult relational practice, language, emotion coaching and co-regulation;
- Behaviour Smart and recording expectations;
- the VALUED recognition system and badge-review process;
- pupil profiles, support plans and risk assessments;
- graduated responses and on-call support;
- Reflection Time, restorative conversations, repair, missed learning and reconnection;
- significant incidents, reintegration and family communication;
- pathway- and phase-specific adaptations and examples, including Post-16 practice

centred on independence, functional learning, communication, life skills and community participation;
- restrictive intervention and safeguarding cross-references.

18. Review

This policy will be reviewed in line with Trust and statutory requirements and whenever significant changes are made to relevant guidance, school systems or operational practice. The impact of the policy will also inform the annual review of the VALUED Approach.

Our Commitment
At Tulip Academy, we believe that when every individual is VALUED, every person can truly FLOURISH!