King's Reach Education

Behaviour and Anti-Bullying Policy

Authorisation by:	Headteacher
Last reviewed on:	October 2026
Next review due by:	October 2028
Presented at Governance meeting:	7th October 2026

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Aims

This policy aims to:

- Create a positive, trauma-informed culture that promotes excellent behaviour and ensures every young person can learn in a calm, safe and supportive environment.
- Outline expectations and restorative consequences that focus on repair, learning and emotional regulation as well as accountability.
- Provide individualised, trauma-informed behaviour management plans tailored to each young person's complex needs and SEMH, recognising that past trauma shapes behaviour and that a single uniform system is not appropriate.
- Ensure equitable practice rather than identical application by applying consistent principles and values flexibly and adaptively according to each young person's trauma history and support needs.
- Establish a whole-school approach to high standards of behaviour which embeds trauma-informed training, multi-agency working and family/Carer involvement.

Legislation, Statutory Requirements and Statutory Guidance

This policy respects the advice from the Department for Education (DfE) on:

· Behaviour and discipline in schools

· Searching, screening and confiscation at school

· The Equality Act 2010

· Restrictive Interventions, including the Use of reasonable force in schools 2026

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

Schedule 1 of the Education (Independent School Standards) Regulations2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children; paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying Strategy

Definitions:

Safeguarding and High-Risk Behaviours are defined as:

- Repeated breaches of school rules where patterns suggest unmet needs or unaddressed triggers.

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- Any form of bullying including relational, online, and covert behaviours, understood and addressed as harmful communication that may be rooted in trauma.
- Sexual assault — any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation, responded to with immediate safeguarding, sensitive support and investigation.
- Vandalism when it poses a risk to others, recognising some destructive acts can signal distress or unmet regulatory needs.
- Theft where risk, intent and underlying needs are considered alongside accountability and restorative responses.
- Fighting or violence that endangers others, managed through immediate safety measures and trauma-informed de-escalation and follow-up.
- Racist, sexist, homophobic or other discriminatory behaviour that harms individuals or groups and undermines an inclusive, safe environment.
- Possession of prohibited or illegal items or substances that threaten safety, requiring safeguarding, assessment and appropriate intervention.
- Making false allegations that cause significant harm, investigated thoroughly while also assessing for underlying reasons such as distress, communication difficulties or past trauma.

Trauma-Informed Considerations for Applying These Definitions

- Contextual assessment — we always investigate behaviour in context, recording known trauma history, triggers, and triggers, and regulation needs before deciding response.
- Proportionate and restorative responses — we apply consequences that prioritise safety, repair and learning while addressing underlying needs and avoiding re-traumatisation.
- Safeguarding first — where behaviour indicates risk to self or others, we follow safeguarding procedures immediately and involve appropriate agencies.
- Individualised planning — we use findings to update personalised behaviour and safety plans, with input from the young person, parents/carers and multi-agency partners.
- Staff response — ensure responses are delivered calmly, predictably and by trained staff using de-escalation and emotion-regulation strategies.

Bullying is defined as the repetitive, intentional harm of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time, or difficult to defend against

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Bullying can take many forms; the main types are:

- **Physical** - Hitting, kicking, pushing, taking another's belongings, any use of violence
- **Emotional** - Being unfriendly, excluding, tormenting
- **Racial** - Racial taunts, graffiti, gestures
- **Sexual** - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
- **Verbal Direct or Indirect** - Name-calling, sarcasm, spreading rumours, teasing
- **Cyberbullying** - Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Signs of Bullying

- Change in behaviour
- Changes in sleeping habits
- A sudden reluctance to attend King's Reach
- No longer wanting to use their mobile phone or computer
- Secretive online activity, such as hiding screens or quickly switching tabs
- Emotional distress after using social media or receiving messages
- Withdrawal from previously enjoyed online activities
- Unexplained damage to belongings
- Unexplainable injuries
- Lost or destroyed personal items
- Frequent, unexplained physical symptoms e.g. headaches or stomach aches,
- Changes in eating habits, like suddenly skipping meals or binge eating.
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide

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King's Reach Behaviour Rationale

Cultural Approach

'Culture eats strategy for breakfast' Peter Drucker

Our approach is to model a culture of normal, loving, respectful relationships and behaviours. At King's Reach, there is a heavy adult-to-young person ratio meaning the students are embedded in an environment where staff set the tone and culture. Staff speak to each other with fun and affection, respectfully and with love.

Our young people watch the staff make plans and solve problems together, cooperate and compromise, apologise and encourage each other in their work environment. Staff never gossip about each other or use bad language, complain about their work or have angry outbursts. This emotionally healthy and respectful atmosphere positively affects behaviour more than laying out a set of rules for students to adhere to. Over time, our collective intention is that they watch, learn and grow by positive example.

Trauma Informed approach

At King's Reach, we avoid traditional behaviour management methods, where young people are expected to "do as they're told." Many of our students have been let down by trusted adults or suffer from significant anxieties, making this approach ineffective. Instead, we seek to understand their lives from their point of view. We believe that every behaviour has an underlying cause. Our goal is to uncover these causes and help young people overcome them, giving them a fresh perspective on life. Traditional, directive and authoritarian behaviour management methods often leave our young people feeling out of control because they focus on telling them what to do, where to go, and how to behave without addressing the root causes. This approach can make young people feel like they have failed or are 'unfixable', trapping them in survival mode. Understanding the impact of trauma and how it manifests as behaviour is essential for us to provide the right support.

Patient Approach

Time is the greatest gift we can offer our young people—something that other agencies often cannot provide. Many agencies work under strict time constraints, especially when progress is deemed to be too slow. At King's Reach, we refuse to be bound by those pressures. We give young people the time they need to feel ready to engage, even if it takes longer than expected. In a world focused on quick fixes and immediate results, we offer the rare gift of time, knowing that it is essential for true progress.

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Preemptive Approach

Before addressing behaviour, we ensure our young people's basic needs are met, whether it's housing, food, water, or clothing. This may mean starting the day with breakfast or helping them secure a stable living situation. By addressing a young person's needs, we create level ground from which to build relationships and challenge attitudes and behaviours.

Positive behaviour can be achieved by avoiding an intense build-up of emotion. Young people may be triggered by the prospect of impending failure or being presented with something overwhelming. The introduction of challenging activities, that might trigger negative emotions, is done gently and measured carefully.. All staff are trained specialists in SEMH and trauma-informed practice and balance sensitive support with carefully scaffolded challenges, maintaining a learning environment that feels safe and predictable, celebrating incremental progress in personalised ways to build trust, emotional regulation and confidence.

Relational Approach

Taking Boys Seriously' has found that meaningful relationships between boys and educators are crucial in facilitating engagement and holistic development in educational settings, particularly for boys and young men experiencing compounded educational disadvantage.' (Taking Boys Seriously- Ulster University 2012)

We focus on building healthy, secure relationships with each young person. We recognise that boys are primarily relational learners and without trusting relationships there is no safe basis for good emotional management and desirable behaviours. We facilitate trusting and attached relationships with our Student Coaches. These relationships are the foundation for the encouragement and confidence needed for a young person to make meaningful change in behaviour.

Tailored Expectations

KCC commission King's Reach when all other settings have stated that they are unable to meet the needs of the young person. Many have been out of education for a number of years and/or have experienced multiple suspensions/exclusions. We take the time to understand their story from their perspective, exploring how they see the world and identifying the mindsets and barriers that hold them back. Once these are identified, we provide targeted interventions that support young people to thrive.. A tailored approach to any incident allows us to better meet the needs of each young person at King's Reach.. Although consistency is an essential principle of the policy it is not possible to respond to negative behaviour in the same way every time. Individualised and tailored approaches will be used where necessary. Just as the curriculum is tailored, so are some of the expectations placed on the students. Behaviour is recorded so patterns can be identified and addressed with the young person and their parents/carers.

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At King's Reach, we make a clear distinction between consequences and punishment – we do not use punishment. Where a consequence is required, it is always made very clear to the young person that it is a consequence of their behaviour, not a 'punishment.' . Our young people will be encouraged to recognise both positive and negative consequences: For example: *"Thanks for holding the door open, that makes it a lot for easier as I'm carrying this big box"* or *"When you were upset earlier you left the room in a big hurry. You knocked past me, and it hurt my arm"*

The Vital Role of the Coach:

All coaches are trauma-informed SEMH practitioners who support emotional regulation, scaffold engagement and reduce re-traumatisation by using empathic questioning, predictable structure and collaboratively set, achievable expectations.

Core responsibilities

- Support emotional literacy — use open, gentle questions to help young people name feelings and link emotions to behaviour.
- Set achievable goals and limits — co-create short, clear targets with the young person that are realistic for their current regulation level.
- Use requests that promote agency — phrase requests to offer choice and control so compliance feels voluntary and empowering.
- Adapt the timetable proactively — modify sequencing, pacing or demands so activities match the young person's readiness and reduce overwhelm.
- Communicate sensitively with tutors — advise when a session should be shortened, delayed, or adjusted to protect the young person's regulation and learning.
- Promote relational safety — build predictable routines and warm, consistent interactions that increase trust and willingness to engage.
- Model co-regulation techniques — demonstrate breathing, grounding or brief sensory strategies and coach young people to use them before and during tasks.
- Record and review adjustments — document what worked, what didn't and agree next steps in the young person's TAC (Team around the Child).

Safe Boundaries

Young people are referred to King's Reach because their current specialist provision can no longer meet their needs. At this point it is clear that a system of rules and punitive consequences have not worked with these young people and a different, restorative practice process of support, guidance and reflection is needed to address behaviours and ensure the young person develops the ability to self-regulate.

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Our young people are presented with opportunities that are designed to engage them according to their interests and in line with their own goals. If they feel unable, on particular days to take up the opportunity because of lack of emotional capacity, then they are encouraged to engage, given space, listened to and then presented the opportunity again, but never forced. King's Reach staff will liaise closely with the parents/carers to re-engage the young person at the safest and earliest possible opportunity to get the young person back on track.

Responding to Behaviour

Unsafe or Antisocial Behaviour

An important tool is giving time and space to calm down with the coach observing from a distance. When the young person is ready, they will then approach the coach, listen and encourage them when the student is able to be receptive again and reintroduce them into the environment as soon as possible. This pressure-relieving approach is used to avoid intense situations where the young person may have otherwise said or done things of which they later feel ashamed or embarrassed. Sometimes young people believe that they may have gone too far, and that the situation is irreparable, and we hope to avoid them experiencing these feelings by having this methodology in place.

Other staff may be aware of outbursts or difficulties but always treat the young person in a calm and caring way enabling restoration and the opportunity to return to the learning situation as soon as possible so the young person feels accepted and empowered to try again.

Physical Intervention

The law permits all adults authorised by the Headteacher to use reasonable force to prevent a young person from harming themselves or others. It is not possible to set out comprehensively when it is reasonable to use force or to define the exact degree of force that may be reasonable. The use of force will always depend on the specific circumstances of each situation. All such incidents must be recorded on CPOMS, parents/ carers informed and an emergency TAC arranged.

However, King's Reach is a trauma-informed school, and we understand the impact that physical restraint can have on everyone involved—the young person, staff members, witnesses, and parents/carers. We are also aware that many of our young people have experienced the negative consequences of physical intervention prior to attending King's Reach. For this reason, the school is structured in a way with high levels of support, where we train staff in de-escalation and early recognition of distress which ensures we avoid physical restraint. Consequently, King's Reach have made a conscious and considered decision to not undertake restraint training and have directed staff not to use physical restraint except in situations that present a risk of harm.

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Searching, Screening and Confiscation

King's Reach is committed to maintaining a safe and nurturing environment where students, staff and visitors are protected from harm. Searching students and their possessions can be an important safeguarding tool which may be used where there are reasonable grounds to suspect that a student is in possession of a prohibited or banned item they may cause harm to themselves or others. Searches will always be conducted lawfully, proportionately and with due regard to the student's age, SEND needs, dignity and welfare.

The only time that a member of staff at Kings Reach Education will confiscate anything from a young person is if it is deemed harmful to themselves or others and is being used in a dangerous manner.

In such a situation, the item in question will be confiscated and secured; the young person spoken to with opportunities to reflect upon their choices.

We will use this process:

- Only the Headteacher or staff authorised by the Headteacher may conduct a search. Authorised staff include the Headteacher, Deputy Headteacher, DSLs and any member of staff formally authorised by the Headteacher.
- Searches will be conducted away from other pupils where possible, by a same-sex member of staff and witnessed by another member of staff unless an urgent exception applies. Staff may search outer clothing, bags, lockers, desks and possessions. Staff must never conduct strip searches.

All searches for prohibited items must be recorded on the Search Authorisation and Record Form and uploaded to CPOMS whether or not an item is found. (See appendix 1)The Stage Lead, in discussion with a member of senior leadership team, will discuss an appropriate and proportionate action plan with solutions. This could include:

- Inviting the young person to move to a different environment to reflect upon and discuss the incident with their coach or other appropriate staff member/s
- Phone call home to parents/carers to inform them of the incident.
- Contacting 'Front Door' Social Care in line with our Safeguarding Children procedures.
- Contacting the police if the item confiscated is illegal and requires police intervention.

Examples may be:

- Potential weapons or actual weapons
- Drugs or Alcohol
- Indecent images

Exclusions

We **DO NOT** believe in exclusion from King's Reach. The young people placed at King's Reach have usually been repeatedly excluded from mainstream schools and/or specialist SEN

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schools, and this has undermined all aspects of the young person's progress and wellbeing. We use other techniques to engage our young people that are underpinned by trauma informed practice methods to assist young people in regulating their behaviours and learning from mistakes. We also champion:

- Having 2 – 1 mentor ratio to a young person for a period of time where necessary
- Providing all young people with 1-1 dedicated coaches employed specifically to support each young person
- Inviting outside organisations in to assist in supporting the holistic development of the young person
- Working closely with parents/carers to try different options to understand and address behaviour.
- Adapt the timetable to meet the needs of the young person in a flexible and timely way that supports their growth and development at different points and acknowledges their capacity to engage and behave appropriately for learning.
- Regular mentoring sessions to explore and discuss any issues arising and capture the young person's voice.
- Drawing on external expertise i.e., Therapies Lead, SENCo, Educational Psychology; Speech and Language; SEN Officers; Social Care etc. to work with the young person to provide wrap around support that endorses engagement and helps the young person overcome identified barriers that impact learning.
- Using Restorative Practice approaches such as restorative conversations, focusing on repairand reparation, responsibility and problem-solving.
- Support staff with ongoing CPD to up-skill their toolkit and effectively manage the behaviour of young people in their care.

Working with Parents and Carers

Parents/Carers will be kept informed about their young person's behaviour and this will be actioned via the following communication methods:

1. Phone calls home to share behaviour concerns and positive behaviour and progress.
2. Contact home to share positive achievements
3. Termly reports to parents/carers
4. Termly Parent and Student Review Meetings
5. SEN EHCP Annual Reviews and LAC Reviews / PEP Meetings

Differentiated support

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King's Reach recognises its legal duty under the Equality Act 2010 to prevent young people with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will be instead differentiated to cater for the individual needs of the young person.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a young person, we will liaise with external agencies and plan support interventions for that young person.

Each young person has access to a Coach that monitors and helps support, model and endorse positive behaviour.

We recognise that behaviour is often a communication of unmet needs, distress or past trauma. At King's Reach we work collaboratively with young people and their parents/carers to understand the context of choices, address underlying difficulties, and co-develop strengths-based, practical plans that reduce risk and support positive change.

Sudden or unexpected changes in behaviour are always followed up as possible indicators of more serious underlying issues, and we will always contact parents/carers if we have concerns.

Anti Bullying strategy

King's Reach aims to create an atmosphere where all young people can learn in a supportive, caring and safe environment without fear of being bullied. We inherently minimise any peer-on-peer bullying by the very nature of our work which is almost exclusively 1-1 but also accept that there may be occasions where young people do interact socially that could potentially give rise to bullying either face to face or through online technology.

Bullying at King's Reach is unacceptable, will not be tolerated and will always be challenged and addressed through individualised interventions.

Procedures

All staff at King's Reach must be alert to the signs of bullying, and act promptly and firmly against it. Young people must be encouraged to report any experiences of bullying at King's Reach. The following steps may be taken when dealing with incidents:

- If bullying is suspected, witnessed, or reported, the incident will be challenged and dealt with immediately by the young person's coach or Head of Stage.
- A clear account of the incident will be recorded on CPOMs
- A member of staff will report the incident to the Head of Stage who will speak to all concerned and will record the incident as told by those involved.
- Peaceful Restorative Justice processes will always be used in the first instance to go some way in repairing any damaged relations between peers. At King's Reach we are

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eager for our young people to engage in a process of restorative conversations. They must always be encouraged to, and given opportunities, to "put it right". This may be a simple recognition that they have made a wrong choice and an apology or a piece of work to put things right. Appropriate individual support is put in place to ensure these meetings are as calm and successful as possible.

- If Restorative Justice is unsuccessful, other personalised strategies/interventions will be discussed and an action plan created to support positive behaviour shifts away from bullying behaviour.

Young people who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with their coach or member of staff of their choice
- reassuring the young person
- offering continuous support
- restoring self-esteem and confidence
- supporting engagement in a restorative justice process if appropriate

Young people who have bullied will be helped by their coaches to:

- discuss what happened
- ascertain why they became involved
- establish the wrong-doing and the need to change
- support engagement in a restorative justice process if appropriate to encourage ownership, accountability, and reparation.
- Set targets and engage in any interventions put in place to support the young person in modifying their behaviour.

Within the curriculum, staff will raise awareness of the nature of bullying through inclusion in PSHE, Coach 1-1 time, and within subject areas, as appropriate, in an attempt to eradicate such behaviour.

Monitoring, evaluation and review

This policy will be reviewed annually, and its implementation and effectiveness will be assessed. The policy will be promoted and implemented throughout King's Reach.

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Links with other policies

This policy links with:

- Safeguarding policy
- SEND policy
- Equality policy

Appendix 1:

SEARCH AUTHORISATION AND RECORD FORM

Student Name: _____ Date: _____

Time: _____ Location: _____

Staff Conducting Search: _____Witness: _____

Before the Search

Reasonable Grounds for Search (tick all that apply):

☐ Student disclosed possession of a prohibited item

☐ Information received from another pupil

☐ Information received from a parent/carer

☐ Information received from police/other agency

☐ Previous incidents involving weapons

☐ Item observed by staff

☐ Behaviour causing concern

☐ Other: _____

Suspected Item:

☐ Knife/weapon ☐ Illegal drugs ☐ Stolen item

☐ Alcohol ☐ Vape/tobacco ☐ Other prohibited item

Details: _____

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Authorisation

I believe there are reasonable grounds to conduct a search in accordance with the school Search and Confiscation Policy.

Name: _____ Role: _____ Signature: _____ Time: _____

Search Details

Areas Searched:

☐ Bag ☐ Coat ☐ Pockets ☐ Locker

☐ Desk/work area ☐ Vehicle ☐ Other possessions

Details: _____

Student informed of reason? ☐ Yes ☐ No

Student cooperation: ☐ Fully ☐ Partially ☐ No

Outcome of Search

Was an item found? ☐ Yes ☐ No

Details: _____

Action Taken:

☐ Item confiscated ☐ Police informed

☐ Parent informed ☐ DSL informed

☐ CPOMS completed ☐ Risk assessment updated

☐ Other: _____

Safeguarding Considerations

☐ Child exploitation

☐ County lines

☐ Risk of serious violence

☐ Other safeguarding concern

Details: _____

Parent/Carer Notification

Parent informed by: _____

Date/Time: _____

Method: ☐ Telephone ☐ Face to face ☐ Email ☐ Other

Post Search Review

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Any lessons learned or further action required:

☐ Search completed in accordance with the Search Policy and with due regard to the pupil's SEND needs and emotional wellbeing.

Staff Signature: _____ Date: _____