



SPAGHETTI BRIDGE

Relational Approach Policy (Behaviour Support Policy)

Policy Owner	Head of Learning and Research
Applies to	This applies to all services
Associated Documents	Other related policies:- • Child Protection & Safeguarding Policy • Safe Touch (inc RPI) Policy • Attendance • Equality • Curriculum • Ending Student Placement Policy • Exclusion Policy • E-safety • Therapy and AP Policy
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1. Introduction

Relational Approach is the term we use to describe our method of building meaningful relationships with students. This method emphasises treating each student as an individual, actively listening, engaging in dialogue, creating shared experiences, and fostering trust, belonging, and safety in every interaction—all crucial for student wellbeing, engagement and learning.

This approach is inspired by current best-practice research in relationship building, creating cultures of psychological safety and fostering a sense of connection and belonging, such as the work of Dan Hughes, Nicholas Epley and Lisa Feldman Barrett. It is also rooted in trauma informed practice and attachment theory research, such as the work of Bessel van der Kolk, Stephen Porges, and Dan Siegel.

Our three-part model—**Developing Relationships, Responding and Regulating, and Repairing, Restoring, Learning, Growing**—is centred around understanding and meeting students' needs, helping them regulate emotions, and supporting growth in understanding of how to recognise, work through, and manage emotions and create meaningful and responsible relationships with others.

Our Relational Approach is a key part of our Enterprise Learning approach and central to our mission of supporting our students to become themselves and change the world.

2. Scope

This policy applies to all students and staff at Spaghetti Bridge schools, as well as their families, carers, and external professionals.

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

- Behaviour in schools (2013)
- Keeping Children Safe in Education (2025)
- Searching, screening and confiscation at school
- Use of Reasonable Force in Schools (2013)

This policy is based on the following legal framework:

- Education Act (2002 and 2011)
- Special Educational Needs and Disability (SEND) Code of Practice (2015)
- Education (Independent School Standards) Regulations (2014)
- Children and Families Act (2014)
- Children Act (1989 and 2004)
- Mental Health Act (1983)
- Equality Act (2010)

3. Policy Statement

At Spaghetti Bridge, we believe that the best way to support our students is through our therapeutically informed relational approach, which is an integral part of our 'core offer'. Our approach is built on a unique pedagogical curriculum, a well-structured staffing system, Relational Approach methodologies ("practices") and comprehensive staff learning.

We ensure that our students' wellbeing is seamlessly integrated into their daily timetables through meticulous planning using our Three Phase Process, which allows us to adapt each student's programme to their current level of need and sequence all future learning. This programme is delivered by all staff members who interact with the students, ensuring consistency and continuity in support.

4. Our Relational Values

Our Relational Values are as follows:

- All students deserve to belong, achieve, and contribute to their school, family, and community
- Meaningful and trusting relationships between all members of a school community are essential for learning, development and wellbeing
- Human connection, feeling seen, heard, valued, and safe must be at the centre of each student's experience of education
- All behaviour is a form of communication and rupture is a necessary part of the way we learn and grow
- Expectations for behaviour should be based in shared values and aspirations, not systems of punishment and control
- A focus on relationships instead of behaviour management and control leads to increased self-awareness, identity development and emotional intelligence
- All relationships should be built on a model of difference and individual uniqueness, not deficit

5. The Three Phase Process

Overcoming Barriers – students develop their sense of trust, belonging, self-image as a student, and sense of their own potential.

21st Century Skills – each student's curriculum broadens to focus more on the skills, knowledge and understandings that will enable them to thrive in the 21st century.

Community Ready – the student’s curriculum prioritises more the steps that need to be taken in order to successfully transition to their life beyond school.

In essence, we aim to contextualise our approach to identified relational needs by utilising relational “practices” built on current best-practice research. In a majority of cases, this method reduces the need for more specialised therapeutic interventions. However, if a student’s therapeutic needs are not fully met through our integrated approach, we have a procedure in place as part of our Therapeutic Education Policy that allows staff to implement the necessary interventions and internal and external referrals for additional provision, including therapeutic interventions involving a qualified therapist and external alternative provision.

This approach ensures that the identified needs of our students are addressed by all staff members. Our staff are trained to deliver a relational programme tailored to the individual needs of each student, as well as addressing broader special needs. The distinctive nature of our Enterprise Learning approach to curriculum and pedagogy enhances this integrated, therapeutically informed approach, maximising its impact on the development of each student. In addition to our core offer we identify the relational needs of our students and work within a 3 part cycle.

6. Three Stages of our Relational Approach

Our Relational Approach model is not a behaviour management approach- instead, it is a way of ensuring that students feel a sense of belonging and connection, that they work through any moments of dysregulation and rupture, and that they learn from these experiences and develop their ability to respond and regulate their own emotions.

1. Developing Relationships

The first and most important part of this cycle is how we develop relationships with each student and each other, creating a community based in a sense of trust, safety, and connection.

2. Responding and Regulating

We all have moments of distress and have learned to recognise and respond to these moments in various ways. We understand that due to prior experiences and additional needs, some of our students will communicate their needs through distressed behaviours that can create a sense of rupture with those around them. We respond to these behaviours with empathy and attunement, using practices to help these students regulate their emotions and behaviour, keep them safe, and reengage with others.

3. Repairing, Restoring, Learning, and Growing

The final part of this cycle can only take place once the student is calm and ready to reflect and learn from their experiences. In order to support this, we help our students to recognise what

happened, why it happened, who was impacted and how they can learn different behaviours to meet their needs and move forward positively. We remember that punitive responses and shame can lead to feelings of worthlessness and helplessness and do not help our students to repair and restore, or learn new more helpful behaviours to meet their needs.

7. Relational Approach / Educational Approach

Whilst this policy describes our relational approach and core offer of a therapeutically inspired approach in a discrete and separate way it is essential that it should be read and understood in conjunction with our other school policies. In our school, our Relational Approach is not separate from our wider Enterprise Learning Approach; it is instead integrated into the entirety of each student's curriculum.

8. Our Expectations and Aspirations

Our relational approach is underpinned by our school expectations based on shared aspirations. These aspirations are defined as “values in practice” and we have purposefully chosen the term aspiration to capture the sense that we are all working towards continuously deepening how we bring our values into practice in our everyday lives. While there are times when we all struggle to engage in behaviour that aligns with our aspirations, this framework gives all members of our school community a common framework of expectations for behaviour, enables reflection, growth and learning, and avoids punitive and shame-based models through a focus on shared aspirations.

Our aspirations are as follows:

Prioritise safety	The importance of physical, emotional and psychological wellbeing, both of ourselves and others and the creation of a secure and supportive space for everyone
Build communities	The way in which we treat ourselves and others with care, empathy, respect, and compassion and have fun in the process.
Stay curious	How we explore, ask questions, have an open mind, act with humility about what we don't know and are eager to learn.
Think creatively	The power of using our imaginations to solve problems, take chances, express ourselves, see possibilities, think outside the box, and come up with new and meaningful ideas and ways of doing things.
Chase ambition	How we look to challenge ourselves to achieve our full potential, set high

	standards, work hard, take responsibility and believe in our ability to grow, learn, overcome challenges, and change the world.
Reflect often	Taking the time to think about our experiences, actions, thoughts, and learning and developing self-awareness, learn from our mistakes, empathise with others and adopt numerous perspectives.
Collaborate boldly	Working respectfully with others through sharing ideas, listening, working towards shared goals, valuing their contribution, building positive relationships and trust, and understanding that we can achieve more together than we can alone.

9. Relational Approach Across Three Waves

Our relational framework is designed to meet the needs of students at three levels of support through a tiered approach, ensuring that relational practices are tailored to the individual and evolve with the student's progress.

Each of these waves are founded in specific relational “practices”, which are specific strategies and tools our staff use to build connection, maintain relationships and foster growth.

- **Wave 1 (Universal offer):**
All students benefit from universal relational practices embedded in the way that all staff interact with students and each other. These strategies focus on building trust, fostering emotional regulation, and creating a sense of belonging and connection for every student.
- **Wave 2 (Targeted Support):**
For students who need more focused support based on their specific needs, Wave 2 practices enable staff to tailor their approach to the needs of a specific student. These targeted interventions address specific needs in the areas of cognition and learning, communication and interaction, social, emotional and mental health, and sensory motor and physical.
- **Wave 3 (Specialist Support):**
The needs of some students are such that they require intervention for a qualified specialist, such as a therapist or alternative provider. These needs are met through our Wave 3 specialist tier in a time bound and outcome focused manner. Any Wave 3 provision put in place is agreed upon by the entire team around the student, including families and external professionals.

Due to the nature of our Relational Approach, the environment of our schools, and our unique curriculum and pedagogy, students who previously required specialist support in other settings do not need this within our schools. This means that some students will start without specific specialised provision as outlined in their EHCP. This will be decided upon as part of the

admissions process, agreed by all stakeholders, and reviewed throughout the student's journey at Spaghetti Bridge.

10. Our Relational Approach and Safeguarding

Our Relational Approach has safeguarding at its core. The way that we build and maintain relationships with our students means we are able to know them, to notice small changes, to develop trust which allows them to feel safe to communicate about their experiences, thoughts and feelings, and for us to contain and support them when they do.

There are likely to be occasions when working in a relationship with young people that staff will feel concerned about elements of their life, either currently or when discussing the past / future. All staff are trained in safeguarding, have read the school Child Protection and Safeguarding Policy, as well as the relevant sections from the most current version of Keeping children Safe In Education.

Staff know how to report their concerns and the school has strong procedures to ensure that any concerns are robustly responded to.

11. Prohibited Items

Students are prohibited from bringing the following items into school buildings.

- Weapons including but not limited to knives, blades, guns
- Any item that could be used as a weapon, including tools
- Drugs or drugs paraphernalia
- Alcohol
- Tobacco products, cigarettes, lighters or matches
- Vapes
- High Caffeine based energy drinks
- Aerosols
- Any "gang-related" clothing, symbols, or colours

If any item brought onto the school premises is illegal for the student to possess, the item will be confiscated by school staff, staff will follow appropriate safeguarding procedures. Students who bring items from the above list that are not illegal but instead unhealthy, such as vapes, will result in a targeted response from staff based on the needs of that particular student.

12. A Personalised Approach

Relational Support Plan

Each student at a Spaghetti Bridge school has a Relational Support Plan in place, outlining key information about the student, such as preferences, interests, strengths, aspirations, needs and signs of distress, and any specific Wave 2 practices that will help to support that student.

This plan is regularly reviewed and updated with input from all members of the student's support network, including families, external stakeholders and, where appropriate, the student themselves.

Physical Intervention and Positive Handling Plan

Physical intervention is a last resort and should only be used when it is wholly necessary to prevent a greater or more significant harm. All physical interventions must align with our Safe Touch (Including RPI) Policy.

Any student for whom it is likely that a physical intervention will need to be implemented will have a Positive Handling Plan, in which the specific interventions and circumstances in which the intervention might be used will be clearly outlined. This plan will be drafted with input from and agreed upon by all members of the team around the student.

All staff members are trained in appropriate use of physical interventions and physical intervention techniques through taking part in Team Teach/Relational Approach training on an annual and ongoing basis. Each school has a Team Teach Lead who reviews all physical interventions to ensure that they are reasonable, proportionate and necessary and that any interventions follow Team Teach guidelines.

Student Focused Intervention Plan

The level of need of some students means that they need an increased level of focus on their programme in order to ensure that they are consistently supported to keep themselves and others safe, engage with learning, and achieve their potential. These students, in addition to their Relational Support Plan, have a Student Focused Intervention Plan in place. This plan is drafted with input from all members of the team around the student and is regularly reviewed to assess impact and progress.

13. Involvement of Police

There may be occasions when an incident is significant and that staff consider whether to contact the police for support. There are occasions when this is absolutely appropriate and necessary but equally, careful thought should always be given to the decision.

When viewed through the context of the significant barriers that many of our young people already have to achieving a happy, safe and fulfilled adulthood, we should be mindful of the additional barrier that criminalisation and involvement with the criminal justice system can become.

14. Staff reflections

It is critical that the 'Repair, Restore, Learn and Grow' process is not solely about reflection on the part of the student. There will almost always be learning on the part of the school and of individual staff. Staff should model self-reflection and learning, including what they feel they might do differently next time as part of the process. Staff reflective practice is embedded within the process of incident reviews.

15. Sanctions / Consequences

We do not believe in the effectiveness of punitive sanctions or punishments. Research shows that they do not change behaviours and can reinforce the feelings that a student is not good enough, is not worthy and should feel shame. These feelings and emotions are not helpful in promoting meaningful learning over time and do not support the development of skills.

There are times where it is appropriate however, to consider natural consequences. A natural consequence is where a student is helped to understand the natural consequences to them in terms of the effect a particular behaviour has on themselves or others.

Examples of natural consequences are:

- If something is broken, it is no longer available for use
- Our behaviour might damage our relationship with others, to our own and their deficit
- Our schools are beautiful and damage to property might make them less so
- Some behaviours are unsafe and therefore require an immediate and potentially restrictive response

It is important to recognise that saying "no" is acceptable and sometimes necessary where there is a concern of safety to the student or others or a behaviour is not in line with the aspirations of Spaghetti Bridge. This provides students with a clearer understanding of the expectations and boundaries that they will experience in education, employment and their community.

16. Incident Recording

It is critical to record incidents promptly and accurately to ensure that there is sufficient reflection and learning in the period afterwards. It is by observing and recording carefully that we start to see patterns over time, can start to understand the thoughts and feelings that are behind some of the behaviours that we see and can work to offer the appropriate support in response.

Incidents are recorded using BridgeLink and are reviewed daily, with further strategies and practices put in place to mitigate the likelihood of the incident recurring and support student and staff learning and reflection.

17. Suspensions and Exclusions

A decision to suspend a student for a short period of time will only be taken if:

- Remaining in school would be therapeutically unhealthy for the student.
- Allowing the student to remain in the school would seriously harm the education and/or welfare of the student or others in the school.

The decision to exclude a student, whether suspension or permanent, is a serious one.

The termination of a placement will normally only be considered for serious breaches of school discipline inside or outside the base room after all other strategies and sanctions have been exercised without success. Each situation will be assessed on its own circumstances; each student's individual reactions and needs will be considered. Where we have concerns about the behaviour, or risk of exclusion of a student we will consider that additional support or alternative placement may be required. This will involve assessing the suitability of our provision against a student's special educational needs. We will request a Student Focused Meeting and/or an annual review or interim/emergency review. For further detail please see Ending Student Placement Policy.

18. Roles & Responsibilities

Senior Leadership Team

The Senior Leadership Team is responsible for ensuring that this policy is included early in the admissions process so that families, students, and external stakeholders are aware of the Spaghetti Bridge approach to therapeutic interventions.

Group Safeguarding Lead:

The Group Safeguarding Lead is responsible for ensuring that all staff are aware of their responsibilities

All staff:

Staff are responsible for ensuring they have read and understood and complicit with student's relational support plans.

Support, Advice and Communication

Any questions or concerns about this policy should be communicated to the Group Safeguarding Lead.

Appendix 1 - Screening and Searching of Students

Although rarely required, the school has provision for responding to risks that may require the screening and searching of students. In order to keep all students or young people safe we will as schools sometimes be put in the position of having to conduct a search on a student or young person. In these situations we will ensure that at all times we are upholding the dignity of the student or young person involved and are communicating closely with parents / carers . We will have exhausted all other strategies and will only be instigating this line of action to ensure the safety of the student or young person or the safety of others.

The Education Act 1996 covers schools' right to search, and teachers must follow guidance from the Department for Education to ensure that their searches comply with the law.

“Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive.”
(page 7 of the 2022 guidance)

The following guidelines have been taken from ‘Searching, Screening and Confiscation Advice for schools July 2022

It is a criminal offence to bring a knife or other weapon to school and the DES announced in October 2006 that a school has power, without any new legislation, to require students to undergo screening, when the school does not have reasonable grounds for suspicion. Legislation enabling searches on suspicion came into force in May 2007.

The main ways to keep knives out of schools continue to be educating young people in better behaviour and in the dangers of illegally carrying a knife, but in addition, school staff are permitted to search a student, with consent, as part of their authority to discipline.

Searching without consent – what the law says:

Only the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search. The Headteacher can authorise individual members of staff to search for specific items that are outlined in the Relational Approach Policy as prohibited items can be searched for.

The list of prohibited items are:

- knives and weapons;
- alcohol or 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 student).
- tobacco and cigarette papers;
- fireworks
- pornographic images

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

When exercising these powers the school will take into account the students' age and individual needs. We will make reasonable adjustments if the student or young person has a disability.

We need to be mindful of the reasons that may lead to a student or young person to refuse a search:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

It is essential in these situations that we refer to our relational approach and deescalate a situation, support the student or young person to feel safe and understand the need for a search to take place. Staff should follow procedures in recording and reporting all incidents on BridgeLink.

When can I search?

If you have reasonable grounds for suspecting that a student is in possession of a prohibited item. Also note:

- The law also says what must be done with prohibited items which are seized following a search.
- The requirement that the searcher be the same sex as the student and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the student and a witness then the teachers wishing to conduct a search must do so.

Authorising members of staff

- Head Teachers should decide who to authorise to use these powers. There is no requirement to provide authorisation in writing.
- Staff, other than security staff, can refuse to undertake a search. The law states that Head Teachers may not require anyone other than a member of the school security staff

- to undertake a search.
- Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.
- A Head Teacher can require a member of the school's security staff to undertake a search.
- If a security guard, who is not a member of the school staff, searches a student, the person witnessing the search should ideally be a permanent member of the school staff, as they are more likely to know the student.

Establishing grounds for a search

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.

In the exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a student's expectation of privacy increases as they get older.

The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Searches for items banned by the school rules

- Any item banned by the school rules may only be searched for under these powers if it has been identified in the school rules as an item that can be searched for.
- The school rules must be determined and published by the Head Teacher in accordance with section 89 of the Education and Inspections Act 2006 in maintained schools. In the case of academy schools and alternative provision academies, the school rules must be determined in accordance with the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012. Separate advice on school rules is available in 'Behaviour and Discipline – advice for Head Teachers and school staff'.
- Under section 89 and the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012 the Head Teacher must publicise the school behaviour policy, in writing, to staff, parents and students at least once a year.

Location of a search

- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips in England or in training settings.
- The powers only apply in England.

Record keeping

It is essential that clear and accurate records are kept following any search. All such incidents should follow our procedures and record on BridgeLink on the same day as the incident or if not possible within **24 hours** of the incident taking place.

Schools are encouraged to include in the record of each search:

- the date, time and location of the search;
- which student was searched;
- who conducted the search and any other adults or students present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search

Informing parents

We believe that the best educational experiences come for students or young people when we work openly and transparently with parents and carers. Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should always be informed of any search for a prohibited item...and the outcome of the search as soon as is practicable.

“A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.”

Strip Searches

“While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the student(s) involved and should advocate for student wellbeing at all times.”

Before calling police into school, staff should assess and balance the risk of a potential strip search on the student’s mental and physical wellbeing and the risk of not recovering the suspected item.

The role of an appropriate adult

“Examples of an appropriate adult include, but are not limited to, a parent, relative, social worker, teacher or, if the person is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.”

[PACE Code C 2019](#) details the role a person undertakes when acting as the “appropriate adult” (usually a parent, guardian or social worker) while a student is being questioned or detained by the police.

It includes an expectation that the appropriate adult will “support, advise and assist” the young person, and also “observe whether the police are acting properly and fairly to respect [the young person’s] rights and entitlements, and inform an officer of the rank of inspector or above if they consider that they are not”.

The need for staff to understand the student’s rights

“[I]t is vital that all staff understand their rights and the rights of the student who is being searched.”



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