Enrich Academy

Behaviour and Relational Policy

September 2025

ENRICH ACADEMY

Nurturing inclusive learning communities

ETHOS ACADEMY TRUST

1	**Summary**	Enrich Academy Behaviour and Relational Policy			
2	**Responsible person**	Lorna Wright			
3	**Accountable ELT member**	Lorna Wright			
4	**Applies to**	Enrich Academy students and staff			
5	**Trustees and/or individuals who have overseen development of this policy**	n/a			
6	**Headteachers/Service Heads who were consulted and have given approval (if applicable)**	n/a			
7	**Equality impact analysis completed**	**Policy Screened**	**N**	**Template completed**	**N**
8	**Ratifying committee(s) and date of final approval**	n/a			
9	**Version**	3.0			
10	**Available on**	**Every**	Y	**Trust Website** **Academy Website** **Staff Portal**	N Y N
11	**Related documents (if applicable)**	Safeguarding and Child Protection Policy Managing Allegations Policy Suspensions Policy Special Educational Needs and Disabilities (SEND) Policy Anti-Bullying Policy			

		Positive Handling Policy
		Ethos Academy Trust Behaviour Principles Statement
		Attendance Policy
		New Student Induction Process
		Driving on Work-Related Business Policy
12	**Disseminated to**	Enrich Academy staff, parents / carers and students
13	**Date of implementation (when shared)**	September 2025
14	**Date of next formal review**	September 2026
15	**Consulted with Recognised Trade Unions**	N/A
16	**Adopted by Ethos Academy Trust following consultation**	N/A

Date	Version	Action	Summary of changes
07/07/2023	1.0	Major policy revision	Re-write of behaviour policy
16/02/2025	2.0	Updates in line with SDP	- Re-structure of document - Re-alignment of the aims - Summaries provided to explicitly show how the policy is underpinned by legislation and DfE guidance - Definitions of terminology and approaches provided - Inclusion of 'The Enrich Way' developed in consultation with staff - Update to rewards system - Outline of the process of review required for suspensions - Inclusion of behaviour expectations on transport - Inclusion of Risk Assessments - Inclusion of Behaviour Contracts - Overview of nurture activities that can be included in lessons to support social and emotional development in line with the Thrive Approach - Overview of 'Waves of Interventions' - Overview of support for mental health - Removal of part timetable information - Replacement of 'non negotiables' with an overview of how serious behaviours are managed - Inclusion of CPD provided to support embedding the Thrive Approach - Overview of the purpose of the Daily Debrief - Recognition of links to the following policies: - Attendance Policy - New Student Induction Process - Driving on Work-Related Business Policy
23/05/2025	2.1	Updated to improve accessibility and clarity around	Updated to include link to Suspensions Policy including requirement of reintegration meeting following suspension and information around permanent exclusion

		follow up actions	• Inclusion of Behaviour Response Framework and follow up actions when students leave site without permission • Review of language to improve accessibility
28/08/2025	3	Revamp of rewards system and inclusion of mandatory uniform	• Change of terminology from Risk Assessments to Safety Plans • Uniform is now mandatory • Recognition of character qualities developed into school expectations • Classroom expectations linked to rewards system simplified • Bronze, silver and gold rewards replaced with monetary system • Daily debriefs to be led by SLT

Contents

1. Introduction and Purpose

At Enrich Academy, we understand that behaviour is a powerful form of communication. Every action a student takes reflects their feelings, experiences, and needs. Our Behaviour and Relational Policy is built on this understanding and is firmly rooted in trauma-informed practice, emotional regulation, and relational approaches. Our goal is to create a school environment where every student feels safe, respected, and truly understood.

We aim to foster a community based on dignity, connection, and emotional safety. To achieve this, our policy incorporates several key frameworks and strategies designed to guide both staff and students towards positive interactions and effective support. These include the PACE model - focusing on Playfulness, Acceptance, Curiosity, and Empathy - as well as a clear, tiered system for responding to behaviour. Our approach also prioritises practical regulation techniques and re-engagement strategies, student voice in decision-making, and consistent communication among staff.

2. Core Principles

Our policy is guided by fundamental principles that shape how we understand and respond to behaviour:

- **Behaviour is Communication:** We recognise that all behaviour is an expression of underlying emotions or needs, and we respond accordingly.

- **Relationships are the Foundation of Learning:** Building strong, trusting relationships between students and staff is essential for effective education.

- **Trauma-Informed Practice Supports Emotional Growth:** We acknowledge the impact of trauma on behaviour and emotional development and tailor our responses with sensitivity.

- **Co-Regulation Before Correction:** We support students in managing their emotions alongside them rather than simply imposing consequences.

- **Understanding Needs Over Punishment:** We focus on meeting the needs behind behaviours rather than relying on punitive measures.

- **Consistency, Predictability, and Fairness:** Clear and consistent expectations help students feel secure and understand boundaries.

- **Positive Behaviour for Learning:** We promote engagement through a curriculum designed to inspire and motivate students, encouraging positive choices.

3. Legislation and Statutory Requirements

Our policy is informed and shaped by important legislation and government guidance to ensure that it is legally compliant, inclusive, and effective:

- DfE's "Behaviour in Schools: Advice for Headteachers and School Staff": This guidance highlights the importance of a positive school culture with high expectations. At Enrich Academy, we adapt behaviour strategies to suit the complex SEMH needs of our students, building trust and encouraging positive engagement with learning.

- Keeping Children Safe in Education (DfE, 2024): Safeguarding is at the heart of our policy. We have strong procedures to prevent child-on-child abuse and ensure staff are trained to recognise and respond to safeguarding concerns, creating a safe and supportive environment for all.

- Special Educational Needs and Disability (SEND) Code of Practice (DfE, 2015): We follow a graduated approach to identify and meet individual needs. Our behaviour strategies are personalised to support students with SEND, removing barriers and promoting inclusion.

- The Equality Act (2010): We are committed to equality, ensuring no student faces discrimination, harassment, or victimisation. Reasonable adjustments are made to support students with SEND and SEMH needs, so everyone feels safe, valued and respected.

- Education Act (2002) and Education and Inspections Act (2006): These Acts set the legal framework for promoting good behaviour and discipline. Our policy clearly defines expectations and uses positive reinforcement alongside tailored support to maintain a fair, safe, and positive school environment.

- Use of Reasonable Force (DfE, 2025): Where necessary, we use reasonable force and restrictive interventions with a clear focus on prevention, de-escalation, and safety. Our procedures include careful recording and reporting to respect student dignity and welfare.

- Mental Health and Behaviour in Schools (DfE, 2018): We recognise the link between behaviour and mental health. Our holistic approach supports emotional well-being, with early identification and interventions to help all students thrive emotionally and academically.

4. Rights & Responsibilities

At Enrich Academy, we believe that everyone in our community has important rights and responsibilities that help create a safe, respectful, and supportive environment. By working together and understanding these roles, we ensure that students can learn and grow in a positive atmosphere.

4.1 Board of Trustees & CEO

The Board of Trustees and CEO have the right to expect a safe and inclusive environment for all students and staff. Their responsibilities include approving and monitoring this Behaviour Policy, holding the Headteacher accountable for its implementation, and promoting consistency across all schools within the Trust.

4.2 Headteacher

The Headteacher has the right to lead with clear vision and high expectations. Their role is to establish a school culture grounded in safety, respect, and support. They ensure the Behaviour Policy is applied fairly and consistently and provide staff with ongoing training in trauma-informed and relational approaches.

4.3 All Staff

All staff have the right to feel safe, respected, and equipped to support our students. In turn, they are responsible for modelling high expectations and building positive relationships with students. Staff use trauma-informed strategies, such as the PACE model and Vital Relational Functions (VRFs), to respond thoughtfully to behaviour as communication. They maintain a calm and structured environment, communicate regularly with families, accurately log behaviour, and reinforce positive conduct through praise and rewards.

4.4 Students

Students have the right to feel safe, listened to, and supported in their learning and wellbeing. They are encouraged to take responsibility by respecting others' rights, engaging fully in lessons and restorative activities, and participating in reflective conversations to help them learn from experiences and set personal goals.

4.5 Parents and Carers

Parents and carers have the right to be informed and involved in their child's education and development. Their role is vital in partnership with the school. They are expected to communicate any changes that may affect their child, attend meetings and reviews, celebrate progress, and reinforce positive behaviour and attendance at home.

5. The Enrich Way

The heart of our Behaviour and Relational Policy is embodied in The Enrich Way—our shared commitment to nurturing a safe, respectful, and aspirational school culture. This approach is grounded in trauma-informed practice and unconditional positive regard, which means we accept each student without judgment and focus on their strengths and needs.

The Enrich Way guides how we communicate, build relationships, and support each student's social, emotional, and academic development. Every member of our community plays a role:

1. Staff uphold clear, consistent expectations and model positive behaviour.
2. Students are encouraged to engage with learning and reflect on their actions.
3. Families and leaders work collaboratively to support high standards and student wellbeing.

Our approach includes:

- Responding sensitively to the **social, emotional, and mental health needs** that affect learning.

- Using **unconditional positive regard** to accept and support students as they are.

- Embedding the **Thrive Approach**, which focuses on meeting emotional and social needs to promote wellbeing and resilience.

- Using the **PACE** model to engage with students.

- Providing **consistent routines** and visual timetables.

- Recognising **stress responses** and unmet needs.

- Promoting positive adult-student **relationships.**

- Applying the **Nurture Principles** that guide us to:

1. Children's learning is understood developmentally

2. The classroom offers a safe base

3. The importance of nurture for the development of wellbeing

4. Language is a vital means of communication

5. All behaviour is communication

6. The importance of transition in children's lives

6. Uniform

At Enrich Academy, wearing the school uniform is an important expectation for all students. Our uniform helps create a sense of belonging and pride in our school community. It also promotes equality by reducing social pressures related to clothing and supports a safe, inclusive environment where everyone feels part of the team.

When students join Enrich Academy, they receive a jumper or hoody and a T-shirt as part of their uniform. Families can choose to purchase additional items if needed.

Students are expected to wear the following each day:

- Black joggers, leggings, or shorts that are appropriate in fit and length

- Enrich Academy jumper or hoody

- Enrich Academy T-shirt

- Suitable footwear such as trainers, shoes, or boots (sliders or open-toe shoes are not allowed for safety reasons)

We ask that parents and carers support this expectation by ensuring their child arrives dressed appropriately each day, helping maintain a consistent, respectful school environment.

7. Tiered Behaviour Response System

To support our students effectively, Enrich Academy uses a four-stage model that matches the level of support to each student's needs. This tiered approach helps us respond in a way that is thoughtful, proportionate, and tailored to individual circumstances. It aligns with the different "waves" of intervention that promote positive behaviour and emotional wellbeing:

7.1 Tier 1 – Preventive (Wave 1)

These are universal strategies applied across the school to promote emotional wellbeing and positive behaviour for all students. Examples include building strong relationships, maintaining consistent routines, using visual schedules, and staff employing the PACE model and VRFs. This stage focuses on prevention by creating a calm, predictable environment where students feel safe and engaged.

7.2 Tier 2 – Supportive (Wave 2)

Some students need extra support to manage their emotions and behaviours. Tier 2 provides targeted strategies such as emotion coaching, Thrive Action Plans, regulation breaks, and adult-led restorative conversations. These interventions are usually delivered one-to-one or in small groups to help students develop self-regulation skills and re-engage with learning.

7.3 Tier 3 – Intervention (Wave 3)

This tier offers intensive, personalised support for students with significant SEMH needs. Interventions may include daily check-ins with a trusted adult, one-to-one mentoring with an Emotional Literacy Support Assistant (ELSA), behaviour contracts, or increased adult supervision. The goal is to provide close support and tailored plans to help students succeed.

7.4 Tier 4 – Protective (Beyond Wave 3)

For a small number of students whose needs are complex and where previous interventions have not been sufficient to ensure safety and positive learning, Tier 4 provides bespoke solutions. These can involve alternative education arrangements such as, offsite learning, virtual education, or specialised alternative provision placements. Each case is carefully planned with input from the safeguarding team, SLT, parents, and external agencies to ensure the best outcomes and safe reintegration whenever possible.

8. Expectations, Rewards and Follow up Actions

At Enrich Academy, we believe in encouraging positive behaviour by recognising and celebrating effort, progress, and achievements. Our reward system is designed to motivate students, reinforce our expectations, and create a positive learning atmosphere. Alongside this, we have clear and fair responses to behaviour concerns, ensuring consistency and support throughout.

8.1 Positive Reinforcement

We use a variety of ways to acknowledge positive behaviour and effort, helping students feel valued and motivated. These include:

- **Emotional check-ins:** Taking time to connect and recognise how students are feeling.

- **Verbal praise:** Specific and meaningful praise linked to effort, improvement, or positive choices.

- **Certificates and assemblies:** Celebrating achievements publicly to build confidence and pride.

- **Phone calls home:** Sharing positive news with parents and carers.

- **Special responsibilities or privileges:** Opportunities to take on roles that show trust and recognition.

- **Postcards home:** Personal messages to highlight good behaviour or progress.

- **Reward Points:** Earned by following lesson expectations for learning, behaviour and engagement.

8.2 Expectations

At Enrich Academy, our expectations are simple, consistent, and focused on keeping everyone safe and successful. We encourage all students to:

- **Be respectful** – towards themselves, others, and the environment.
- **Be kind** – showing understanding and empathy in all interactions.
- **Be safe** – making positive choices that protect their own and others' wellbeing.
- **Be ready** – prepared to learn and engage in opportunities.
- **Be proud** – of their achievements, progress, and positive contributions.

These expectations are at the heart of our school culture and apply both inside and outside the classroom.

8.3 Rewards

We believe that recognising and celebrating positive choices builds confidence, self-esteem, and motivation. Students can earn **Reward Points** for:

- **Learning** – effort, progress, and perseverance.
- **Behaviour** – making positive choices, managing challenges and positive language.
- **Engagement** – participation, attention and completing tasks.

The reward system is intentionally flexible, so points can also be linked directly to each student's personal targets in their Learning Plan. This ensures rewards feel meaningful, individualised, and connected to their own growth.

Students can use Reward Points in a way that suits them best. They may:

- Exchange points weekly for chosen items.
- Save points to work towards higher-value rewards.

Staff provide guidance to help students plan, save, and budget their points. This not only supports motivation but also develops important life skills such as delayed gratification, financial planning, and decision-making.

Rewards are designed to celebrate small steps as well as big achievements, helping students build positive habits and take pride in their progress.

8.4 Behaviour & Response Framework

When challenges arise, staff respond calmly and consistently to support students in managing their behaviour. Here's how we typically respond to different situations:

Behaviour	Immediate Response	Follow-Up Action
Disruption in Class	Calm redirection, offer regulation break	Restorative conversation, review patterns in behaviour logs on Arbor.
Verbal Aggression / Swearing	De-escalate situation, remove to calm space	Contact parents, provide emotional support to explore reasons.
Physical Aggression	Safe intervention, remove student, use Team Teach if needed	Safety Plan, reparative work, possible suspension.
Leaving Class Without Permission	Encourage calm return	Reflection discussion, possible Care Team involvement.
Leaving School Site	Follow safety protocol, involve police if necessary	Update Safety Plans, parental contact.
Damage to Property	De-escalate, secure area	Repair/reparation, parental contact, behaviour review meeting.
Bullying / Targeted Unkindness	Investigate thoroughly, support all involved	Restorative work, monitoring, social skills support.

Behaviour	Immediate Response	Follow-Up Action
Unsafe Transport / Off-Site Behaviour	Reminder, stop if behaviour is unsafe, contact care team/ SLT	Possible loss of transport privileges, parent contact, update safety plan.
Persistent Disruptive Behaviour	Use scripted prompts and reminders	Behaviour contracts, report cards, Care Team support.
Prohibited Items (e.g., vapes)	Confiscate, inform SLT	Safeguarding referral, parental contact, possible suspension

This framework ensures that every behaviour incident is handled with a focus on safety, understanding, and helping students learn better ways to manage themselves. We always aim to balance clear boundaries with empathy and support.

8.5 Child-on-child abuse

We recognise that child on child abuse can occur in and out of school, including online, and may involve bullying, discriminatory incidents, harmful sexual behaviour, or physical violence. All incidents are treated seriously with support for all involved. Full details, including how we prevent and respond to such incidents, are outlined in our Safeguarding and Child Protection Policy and Anti-Bullying Policy.

9. Regulation and Re-engagement Strategies

At Enrich Academy, we understand that behaviour is a way students communicate their feelings and needs. Our approach focuses on supporting students to regulate their emotions and re-engage positively, rather than simply punishing behaviour. The aim is to create inclusive classroom environments where students can access learning by supporting their SEMH needs, and staff can manage behaviour effectively without unnecessary withdrawal from lessons. We use a series of thoughtful, consistent steps to help students feel safe, understood, and ready to learn.

Step 1: Reminder

The first response is gentle and supportive. Staff calmly remind students about our expectations using clear and positive language. This helps students refocus and

understand what they can do to meet our expectations, keeping them engaged in learning.

Example scripts:

- "Remember to be respectful — give people time to finish speaking before you respond."
- "Remember to be kind — if someone looks upset, ask if they're okay instead of winding them up."
- "Remember to be safe — keep your hands and feet to yourself."
- "Remember to be ready — sit in the learning zone with your eyes on the task."
- "Remember to be proud — you've completed your work and can share it with others"

Step 2: Support

If behaviour continues or emotions rise, a more supportive approach follows, with a focus on emotional understanding and regulation. Thrive VRFs (Attune, Validate, Contain, Regulate) are used to connect with the student's feelings and help them to remain engaged in learning.

Example VRF scripts for frustration or challenge:

Attune: "I can see this task is frustrating you right now."
Validate: "It makes sense to feel like this when something is tricky/ challenging."
Contain: "I'm here with you. We'll work through it together, step by step."
Regulate: "Let's take a couple of deep breaths before we try again."

This helps the student feel heard and supported while learning to manage emotions.

Step 3: Reflection Time

If needed, students are invited to a quiet, safe space nearby or within the classroom to reflect calmly on what happened. This space allows them to unpack their feelings and behaviour with support from staff in a non-judgmental way, helping them to reengage with learning as quickly as possible.

Reflection prompts might include:

- "I can see you're feeling... That's okay."

- "What happened to make you feel this way?"

- "What can we do next time to help?"

A repair plan may be developed to help the student make amends and prepare for rejoining the group. Staff model calm, reflective responses throughout.

Step 4: Referral for Additional Support

For students who need further help to regulate and engage, staff involve them in discussions about their experience and needs. This step prioritises the student's voice to further develop and update targets on their Learning Plans and may contribute to Thrive Action Plans or requests for mentoring. It also helps staff plan classroom adjustments or differentiation to better support learning.

Sample questions:

- "Can we talk about how things are going for you at school?"

- "Are there times or subjects that feel harder?"

- "What helps you feel better when you're upset?"

- "Who do you feel comfortable talking to when you're struggling?"

- "What goals would you like to work on?"

Step 5: Protective Interventions

In rare cases where behaviour seriously threatens safety, or previous steps have not secured a safe environment, the school may need to take protective measures. These could include offsite direction, suspension, or exclusion as a last resort. Even at this stage, staff aim to preserve learning and re-engagement where possible.

This staged approach ensures that students receive the right level of support at the right time, promotes emotional growth, fosters positive behaviour and keeps everyone safe and respected. By emphasising inclusive classroom practice, we aim to reduce the time that students spend outside of class and increase students' to access learning.

10.   Daily Debriefs

At the end of each day, staff meet to reflect on how the day went, share important updates and review any challenges or successes in supporting students. This helps us spot patterns, understand what's behind certain behaviours, and plan the right support. Staff also review attendance and celebrate positive behaviour through our points system. These meetings make sure everyone is working together, keeping parents informed, and following up on agreed actions to support each child consistently.

11.   Suspensions

At Enrich Academy, suspensions are used only as a last resort when all other strategies to support and correct behaviour have been tried without success. The decision to suspend a student is taken very seriously and is made by the Headteacher in line with legal requirements and Department for Education guidance. Suspensions are issued for significant breaches of our behaviour expectations particularly where a student's actions risk the safety or wellbeing of others.

Each suspension is carefully reviewed. The Headteacher considers all available evidence, including statements from staff and students, and any relevant recordings such as CCTV. Decisions are based on the civil standard of proof and students are given an opportunity to share their side of the story before a final decision is made.

We recognise that every student has unique circumstances. Factors such as personal history, SEND or SEMH needs, and previous interventions are considered to ensure suspensions are fair, proportionate, and avoid disproportionately affecting vulnerable students.

Parents and carers will always be informed promptly via telephone call and a formal letter, which explains the reasons for the suspension, its length, and the process for appeal. Relevant professionals, such as social workers or virtual school heads, are also notified to maintain a coordinated approach. Suspension data is monitored termly by the governing committee to ensure transparency and accountability.

Following a suspension, a reintegration meeting must be held before the student can return to school. This meeting includes the student, their parents or carers, and key school staff such as a member of the Care Team, or the SENCO and SLT. The purpose is to reflect on what led to the suspension, discuss the impact on the student and the community, and agree on personalised support strategies to help the student succeed.

Reintegration meetings use a restorative approach, encouraging understanding and emotional growth. Prompts such as "I notice...", "I imagine...", and "I wonder..." help

students explore their feelings and behaviour in a safe, non-judgemental way. Clear targets are set and reviewed regularly to support positive change and re-engagement in learning.

In rare cases where a student's behaviour continues to pose a significant safety risk temporary offsite education may be considered. This could include virtual learning, home visits, or placement in alternative provision. Decisions are always made with consideration around safeguarding and additional needs and families and relevant agencies are consulted. Plans are developed to support the student's eventual return.

Permanent exclusion is an absolute last resort, reserved for the most serious incidents or persistent unmanageable behaviour after all other avenues have been explored. All statutory guidance is followed to ensure the process is fair, lawful, and prioritises the student's future learning and wellbeing.

12.   Keeping Everyone Safe

At Enrich Academy, the safety and wellbeing of students and staff are our highest priority. The following approaches are part of our daily practice to ensure a secure, supportive, and consistent environment where everyone can thrive.

12.1 Safety Plans

To safeguard every member of our school community, all students have an individual Safety Plan. These identify specific triggers that might lead to distress or unsafe behaviour and set out clear, practical steps staff can take to support the student while protecting others.

Safety Plans are regularly reviewed and updated as students' needs change. Parents and carers are kept fully informed about significant updates, ensuring consistency between home and school to keep children safe

12.2 Behaviour Contracts

For students experiencing repeated or serious behaviour challenges, Behaviour Contracts provide a structured way forward. These are personalised agreements created with the student, their family, and school staff. They outline the support the school will provide, set realistic expectations, and establish goals that encourage safer behaviour.

They are also used to guide reintegration after time away from school, ensuring students return with clear boundaries and support in place. Regular reviews and open communication with families help maintain safety, accountability, and celebrate progress.

12.3 Positive Handling

On occasions, staff may need to use positive handling to prevent harm to a student or others. This is always a last resort, carried out in the least intrusive way and for the shortest possible time. Staff are trained in Team Teach, using only safe, approved techniques that protect students' dignity and rights.

Whenever positive handling is used, parents are informed on the same day, and restorative follow-up ensures relationships are repaired and emotional recovery is supported. This helps keep the whole school community safe.

12.4 Confiscation, Searching, and Screening

To maintain a safe environment, staff can confiscate, hold, or dispose of items that are inappropriate for school, including prohibited items such as:

- Knives, weapons or anything that can be used as a weapon

- Alcohol or illegal drugs

- Stolen items

- Tobacco, cigarette papers, vapes or smoking devices

- Fireworks

- Pornographic or explicit images

- Anything that disrupts learning, damages property, or threatens safety

Click here to see further Government guidance on searches for banned items. Confiscation is conducted fairly, with clear explanations to students.

All students are screened with a metal detecting wand on arrival to school. These searches are authorised by the Headteacher, carried out respectfully and always in line with the latest guidance on searching, screening and confiscation.

In some cases, where it is deemed necessary for the safety of the student or others, a more thorough search may take place before entry to school. If this is required, it will be included in the student's individual Safety Plan. These searches are always conducted in a dignified way by staff of the same gender, with a member of the Senior Leadership Team or the DSL present

12.5 Off-Site Behaviour and Leaving Site Without Permission

We expect safe behaviour when students are travelling to and from school or participating in school trips. Unsafe behaviour in these situations can result in suspension of travel privileges, to ensure safety for everyone.

Leaving the school site without permission is treated with urgency. Staff act quickly to locate the student, contact parents or carers immediately, and, if necessary, involve external authorities to ensure the child's safety.

12.6 Enrich Pathways

Our three learning pathways are designed to meet the diverse needs of students while keeping them safe, supported, and engaged:

- The **Engage Pathway** offers subject specialist teaching in core academic subjects as well as vocational courses, supporting students ready for a traditional curriculum.

- The **Endeavour Pathway** provides a nurturing environment with consistent classrooms and staff incorporating project-based learning, access to forest school and activities to support SEMH.

- The **Empower Pathway** offers personalised support focused on emotional regulation, core subjects offered through a nurture approach, and a vocational offer.

All staff are trained in the Thrive Approach, and we are beginning to implement strategies across school which help students manage emotions safely, build positive relationships, and develop resilience through structured activities.

12.7 The Care Team and Mental Health Support

The Care Team provides one-to-one support to help students regulate emotions and return safely to learning. They also offer targeted interventions to help students stay connected to learning and their peers.

We also have a Senior Designated Mental Health Lead, a team of trained Mental Health First Aiders, and a Mental Health Champion. Together they support staff and students, while partnerships with external services such as Future in Mind strengthen our safety net for mental health

12.8 Working with Families and External Agencies

We work closely with families and external professionals to ensure safety and wellbeing are supported consistently across home and school. This includes partnerships with educational psychologists, youth mentors, Early Help teams, and specialist agencies. By working together, we ensure every child has the support they need to feel safe, secure, and able to succeed.

13. Monitoring and Continuous Improvement

Behaviour data is reviewed regularly to identify trends and adjust support promptly. Staff receive ongoing training in trauma-informed practices and relational approaches.

We also offer workshops for parents to help build shared understanding and support positive behaviour at home and school.

14. Links with Other Policies

This policy is interconnected with:

Safeguarding and Child Protection Policy

Managing Allegations Policy

Suspensions Policy

Special Educational Needs and Disabilities (SEND) Policy

Anti-Bullying Policy

Positive Handling Policy

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