

Ethos Academy Trust

# Behaviour & Relational Policy

February 2026

Date	Version	Action	Summary of changes
23/01/2026	*2.0	*Major policy revision	*Re-write of original documentation

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# 1. Aims

We aim to create a positive, inclusive, and respectful learning environment in which every member of our school community can contribute, achieve, and grow.

Our key objectives are:

- To work collaboratively with pupils and families to build shared understanding and ownership of our behaviour principles.
- To enable every pupil to make the best possible academic, social, and emotional progress.
- To promote inclusivity by recognising and celebrating protected characteristics in line with statutory guidance.
- To equip pupils with effective behaviour strategies that support self-regulation, respect for others, and readiness to learn and achieve.
- To support pupils to make positive choices that foster life-long attitudes and behaviours for personal and professional success.
- To foster a strong sense of community rooted in courtesy, consideration, and mutual respect, enabling all pupils to make a positive contribution.

We will meet these objectives by:

- Communicating clearly with all members of the school community to help pupils understand the impact of their behaviour on others.
- Maintaining high expectations for punctuality, attendance, appearance, behaviour, and achievement.
- Providing a well-differentiated curriculum that maximises opportunities for academic, social, and personal development.
- Reinforcing behaviour expectations consistently, while adapting our approach to meet individual needs.
- Guiding pupils in developing positive behaviour strategies and modelling appropriate alternatives.
- Recognising that some pupils require additional, personalised support to aid their development.
- Being proactive in identifying and responding to changes in behaviour, attitude, or wellbeing.
- Using praise, encouragement, and rewards to celebrate positive behaviour and contributions to the school community.
- Demonstrating our core values through the behaviour we model, knowing that our actions will be closely observed.
- Working closely with parents and carers to ensure shared understanding and consistent expectations.

## 2. Legislation, statutory requirements and statutory guidance

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

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

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); 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
- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

## 3. Definitions

At Enrich Academy, behaviour is understood as a form of communication. Many of our pupils have experienced trauma, disrupted educational journeys, or unmet SEMH needs. Our approach is therefore rooted in relational practice, consistency, and clarity.

To support pupils effectively, we categorise behaviour into low-level behaviours and serious behaviours, ensuring staff respond proportionately and predictably.

### 3.1 Low-Level Behaviours

Low-level behaviours are those that disrupt learning or routines but can typically be addressed through in-the-moment correction, relational practice, or classroom strategies. These include:

- Calling out or interrupting learning
- Refusal to follow instructions
- Low-level verbal disrespect
- Off-task behaviour or avoidance
- Inappropriate language not directed at others
- Minor damage
- Poor punctuality to lessons
- Misuse of equipment
- Low-level conflict between pupils

These behaviours are addressed through de-escalation, relational conversation, restorative practice, and consistent routines.

Patterns of repeated low-level behaviours may be treated as serious behaviours where they significantly disrupt learning or safety, or where previous interventions have not been successful.

Some behaviours may fall between low-level and serious. These are categorised as medium-level behaviours and are responded to in line with the escalation model outlined in Section 7.5.

### 3.2 Medium Behaviours

Medium behaviours include:

- Persistent refusal
- Repeated disruption despite support
- Leaving class without permission
- Escalating verbal conflict

Medium behaviours may be a single incident or a pattern of behaviour which, despite support, begins to significantly disrupt learning, routines, or emotional safety.

### 3.3 Serious Behaviours

Serious behaviours pose a risk to safety, wellbeing, or the orderly running of the school. These require consideration of immediate SLT involvement and may result in suspension or other formal consequences.

Serious behaviours include:

- Physical aggression towards pupils or staff
- Assault against staff (direct or indirect)

- Wilful or reckless damage to property, including incidents requiring billing or police involvement
- Bullying concerns, harassment, or discriminatory behaviour
- Threatening behaviour or intimidation
- Possession of prohibited items
- Absconding from site
- Sexualised behaviour or harassment
- High-risk behaviour that endangers self or others
- Persistent disruption despite intervention
- Behaviour that significantly undermines safety or learning
- Vaping, alcohol and/or substance misuse

Incidents involving vaping, alcohol or substance misuse and sexualised behaviours and harassment are categorised as serious behaviours but are managed through safeguarding-led procedures rather than standard behaviour consequences (see Section 7.5 and 9.4).

Serious incidents may require police involvement, depending on risk, intent and safeguarding considerations.

Responses to serious behaviours follow the escalation model outlined in Section 7.5.

Each incident is assessed in context, taking into account SEND, safeguarding, and capacity at the time.

## 4. Bullying

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

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over time
- Difficult for the victim to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding others, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, or any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic or perceived difference
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including AI-generated pseudo-images), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social media, messaging apps, gaming platforms, or via images, audio, video, or AI-generated content. Cyberbullying may occur at any time, inside or outside school.
Note: Some incidents of harmful behaviour may constitute child-on-child abuse. In such cases, the school will follow its Safeguarding and Child Protection Policy, in line with Keeping Children Safe in Education	

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## 5. Roles and Responsibilities

### 5.1 The Board of Trustees

The Board of Trustees is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher / Head of School to account for its implementation.

### 5.2 The Headteacher / Head of Schools

The Headteacher / Head of School is responsible for:

- Reviewing this behaviour policy
- Ensuring that the school environment encourages positive behaviour

- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to all staff, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy
- Ensuring that the data from the behaviour logs are reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### **5.3 Staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **5.4 Parents and Carers**

- Parents and carers should:
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's presentation
- Discuss any concerns with a member of staff promptly
- Attend review and re-integrations meetings, as required

- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

## 5.5 Pupils

Pupils will be made aware of the following into the behaviour culture of the school:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key expectations and routines
- The rewards and consequences
- The pastoral support that is available to them

Pupils will be supported to meet the behaviour expectations

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

# 6. School Behaviour Expectations

## 6.1 Our Behaviour Culture

We create a culture of excellent behaviour by:

- Building strong, trusting relationships with pupils
- Teaching behaviour explicitly as part of our curriculum
- Using predictable routines to reduce anxiety and increase readiness to learn
- Providing high support alongside high expectations
- Responding to behaviour with curiosity, not judgment
- Ensuring every pupil experiences success every day
- Using restorative approaches to repair harm and strengthen relationships

Staff model these expectations consistently knowing that pupils learn best through behaviours they see demonstrated every day.

## 6.2 Our Expectations

At Enrich Academy we promote positive behaviour through clear and consistent expectations. These principles guide how pupils behave, learn and interact across the school day.

These principles are explicitly taught, modelled and reinforced throughout the school day.

- Be Respectful – pupils speak and act with courtesy towards peers, staff and the environment
- Be Kind – pupils show understanding and empathy in their words and actions
- Be Safe – pupils move calmly, use equipment appropriately, and are supported to regulate emotions
- Be Ready – pupils arrive prepared to learn, follow routines, and engage positively

- Be Proud – pupils take pride in their achievements, progress, and positive contributions, which are recognised and rewarded

These principles underpin all behaviour conversations, restorative work, and daily routines.

We explicitly teach and reinforce the following habits:

- Positive starts: greeting staff, entering calmly, being ready to learn
- Respectful communication: using appropriate language and tone
- Safe movement: walking indoors, keeping hands and feet to self
- Learning behaviours: listening, participating, completing tasks
- Emotional regulation: using strategies, safe spaces, and adult support
- Restoration: repairing harm and rebuilding relationships

These routines are modelled by all staff and reinforced consistently across the school.

### **Expected Behaviours**

Pupils are expected to:

Follow staff instructions the first time

- Speak respectfully to peers and adults
- Move calmly and safely around the school
- Engage positively in learning
- Use equipment appropriately
- Regular emotions with support when needed
- Take responsibility for their actions through restorative processes
- Contribute to a safe and inclusive environment

### **6.3 Relational Practice Statement**

Relationships are central to our behaviour culture.

Staff prioritise connection before correction, recognising that pupils learn best when they feel safe, understood, and valued.

Every interaction is an opportunity to build trust, teach regulation, and strengthen a pupil's sense of belonging.

### **6.4 Behaviour Curriculum**

Enrich Academy teaches behaviour explicitly as part of its behaviour curriculum. This includes routines, self-regulation strategies, social communication skills, restorative approaches, and the "be respectful, be kind, be safe, be ready, be proud" expectations. Behaviour is taught, modeled and reinforced in the same way as any other curriculum area.

### **6.5 Uniform**

Our school's uniform expectations are currently under review.

### **6.6 Mobile Phones**

To maintain a safe and distraction-free environment:

- Mobile phones must not be used on site or when traveling on the school minibus.
- Pupils hand in their phone on arrival.

- Phones are stored securely and returned at the end of the day.
- Pupils may be searched where staff have reasonable grounds to believe that a mobile phone has not been handed in

If a pupil refuses to hand in their phone:

- Staff follow the school's de-escalation and relational approach.
- If refusal continues, SLT will intervene.
- Persistent refusal may result in a review meeting with parents/carers.

Phones used on site will be confiscated and returned at the end of the day unless safeguarding concerns require alternative action.

## **7. Strategies for Supporting and Managing Behaviour**

Our approach to behaviour is proactive, relational, and rooted in trauma-informed practice. We recognise that behaviour is a form of communication and seek to understand the underlying reasons for behaviour in order to support pupils to develop safer, more positive strategies.

### **7.1 Supporting Behaviour**

We prioritise supporting behaviour through positive relationships, consistent routines, and targeted interventions. Support is personalised, restorative, and designed to help pupils build skills for long-term success.

#### **Staff Non-Negotiables**

To ensure consistency, predictability and emotional safety for pupils, all staff are expected to:

- Greet pupils positively at the door
- Use calm, regulated tone and body language
- Narrate and reinforce positive behaviour and effort
- Use the least intrusive intervention first
- Follow the behaviour flowchart consistently
- Log incidents promptly, factually and professionally
- Restore relationships before the next lesson

These non-negotiables ensure pupils experience a consistent, relational approach across the school.

#### **Support Strategies**

Behaviour support at Enrich Academy includes:

- Consistent routines and clear expectations
- Positive relationships and identified key-adult support
- De-escalation techniques (Team Teach)

- Emotion coaching and co-regulation
- Restorative conversations following incidents
- Personalised behaviour support plans
- Sensory breaks and access to regulation spaces
- Early identification of triggers and warning signs
- Daily staff reflection to identify patterns and adapt support

## **7.2 Managing Behaviour**

In some situations, where behaviour cannot be safely or effectively managed within the classroom, pupils may need temporary support away from the classroom to help them regulate and refocus. Removal from Class and Reset Spaces are used to manage behaviour in a calm, supportive and structured way.

### **Removal from Class**

When a pupil's behaviour significantly disrupts learning or poses a safety risk, they may be removed from class. Removal is used to:

- Reduce immediate risk
- Allow the pupil time and space to regulate
- Protect the learning of others

Removal is not a punishment; it is a regulated, supervised intervention and enable a timely return to learning.

### **Reset Spaces**

Pupils may be directed to a Reset Space where they can:

- Regulate with adult support
- Reflect on the incident
- Prepare for a restorative conversation

A pupil will return to learning as soon as it is safe and appropriate to do so.

When behaviour escalates:

- Staff use calm, non-confrontational approaches
- Pupils are offered time, space, and support to regulate
- Staff follow the behaviour flowchart and seek SLT support when needed, particularly where behaviour presents ongoing risk or safeguarding concerns
- Incidents are logged promptly on Arbor
- Parents/carers are informed where appropriate

This approach ensures consistency while recognising individual need.

### **7.3 Classroom Management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum in classrooms
- Develop a positive relationship with pupils, which will include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting positive behaviour
  - Concluding the day positively and starting the next day afresh
  - Challenge low-level disruption
  - Using positive reinforcement

### **7.4 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our safeguarding and child protection policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

All concerns relating to drugs, alcohol or vaping and sexualised behaviour and harassment are treated as safeguarding concerns and responded to in line with Section 9.4 of this policy.

### **7.5 Daily Reflections**

At the end of each day, staff reflect on behaviour, identify patterns or triggers, and record any relevant observations. This information is used to plan targeted support and adjustments for pupils who may need additional regulation or intervention. This approach ensures a consistent, team-based response to behaviour and safeguarding. There is also an opportunity for supervision with SLT to provide additional support in response to serious behaviour and ongoing concerns.

## 7.6 Rewards

Our reward system is designed to recognise and reinforce positive behaviour, engagement, effort and personal growth. It provides pupils with regular, meaningful recognition while promoting consistency, fairness and motivation across the school.

### Daily Rewards

- Lesson points awarded for learning, behaviour, and engagement.
- Character points awarded to recognise and reinforce personal qualities and values that support positive relationships, emotional growth and responsible citizenship.
- Punctuality points awarded for being on time to class.
- Staff give specific verbal praise linked to expectations.
- Points recorded on Arbor.
- Daily celebration during end-of-day reflection, where pupils may use points to purchase items from the tuck shop.

### Weekly Rewards

- Attendance points awarded for excellent attendance throughout the week
- Pupils may spend points on small items such as stationery, sensory items, fidget tools, toiletries or to order a sandwich from a local cafe.
- Points shop operates every Friday during tutor time.
- Weekly celebration assembly or tutor-time recognition.
- Phone calls home to recognise significant effort, progress or improvement, made by class teachers or key adults.
- “Most Improved” award based on progress in behaviour, engagement, or attendance over the week.
- SLT monitors reward allocation weekly to ensure consistency and equity.

### Half-Termly Rewards

Pupils may be invited to take part in a larger reward event, such as an activity afternoon, a takeaway voucher, or a trip. In order to be invited to attend the half term reward, pupils must meet the points threshold which includes:

- Attendance threshold, meeting individual attendance target or demonstrating sustained improvement in attendance
- Behaviour threshold, recognising sustained effort and safe behaviour over time

## 7.7 Pupil Support

We provide a high-support environment tailored to the needs of pupils with SEMH and complex backgrounds. Support is proactive, relational, and designed to reduce future risk by helping pupils develop safer strategies and emotional regulation skills.

### Support Strategies

Support is delivered through a graduated response, ensuring interventions are matched to need and reviewed regularly for impact. Strategies may include:

- De-escalation and co-regulation
- Restorative practice
- Mentoring and key-adult support

- Targeted interventions (e.g., anger management, social skills)
- Structured physical activity (e.g., boxing intervention) for regulation and self-discipline
- Thrive interventions
- Pastoral support plans
- Multi-agency involvement where appropriate
- Early Help referrals
- Personalised timetables or adjustments
- Safe spaces for regulation
- Behaviour support agreements co-produced with pupils and families

Support is provided within a safeguarding and pastoral framework, ensuring pupils receive consistent, timely and effective help.

## **7.8 Graduated Response**

Enrich Academy follows a graduated response to behaviour and SEMH needs, ensuring support is matched to need, regularly reviewed, and adapted where required. This includes assess-plan-do-review cycles, multi-agency involvement, and personalised interventions. The graduated response is outlined further in Appendix B.

## **7.9 Consequences**

Where behaviour cannot be safely managed through the support strategies outlined in Section 7, a graduated approach to consequences may be applied.

## **7.10 Behaviour Levels and Escalation**

### **Our Approach**

Consequences at Enrich Academy are not punitive. They are designed to teach, restore, and support pupils to make safer choices in the future. Consequences are used to repair harm, maintain safety, and support learning.

Our approach ensures that consequences are:

- Explained clearly and calmly to pupils
- Linked directly to the behaviour and focused on repairing harm
- Proportionate and considerate of SEND, safeguarding, and pupil capacity
- Applied consistently across the school
- 

### **Low-Level Behaviours**

Managed through in-class strategies, reminders, relational conversations, and restorative practice.

### **Medium-Level Behaviours**

May require support from Behaviour and Intervention Leads or SLT, temporary removal from class, increased supervision, or targeted intervention.

### **Serious Behaviours**

Require immediate SLT involvement and may result in suspension or formal review. Police involvement may be considered where appropriate in line with safeguarding procedures.

This structure ensures responses are proportionate, consistent, and aligned with pupil need.

### Examples of Consequences

- Restorative conversation
- Reparation (e.g., repairing relationships or making amends)
- Restorative reflection time
- Increased supervision
- Behaviour Review Meeting
- Temporary removal from class
- Suspension for serious incidents

### Serious Incidents

For behaviours such as:

- Assault against staff
- Wilful damage
- High-risk behaviour
- Persistent disruption

Incidents involving drugs, alcohol or vaping and sexualised behaviours and harassment are managed through safeguarding-led procedures rather than standard behaviour consequences (see Section 9.4).

The school will follow the procedures outlined below for serious incidents:

- Immediate SLT involvement
- Parent contact
- Review of safety plans
- Possible billing for damage
- Possible police involvement
- Reintegration meeting following suspension

Consequences are always accompanied by support to reduce recurrence. Where behaviour raises safeguarding concerns, the safeguarding process takes precedence.

### Assault Against Staff

Enrich Academy is committed to ensuring a safe working environment for all staff. Any form of assault against staff is treated with the highest level of seriousness. All decisions will be made in line with DfE Behaviour in Schools Guidance and the school's Suspension and Exclusion procedures.

### Definitions

- **Direct Assault:** Intentional physical contact or attempted physical contact intended to cause harm. This can include, but is not limited to: hitting, kicking, throwing objects at staff, spitting, forcibly pushing/ pulling/ barging staff.
- **Indirect Assault:** Behaviour that creates risk or causes harm without direct physical contact (e.g., throwing furniture that hits staff, pushing another pupil into staff, dangerous actions during dysregulation).

### Response to Direct Assault

- The pupil will receive a suspension.

- Parents/carers will be contacted immediately.
- A reintegration meeting will be held before return.
- Safety Plans and Behaviour Support Agreements will be reviewed and updated.
- Police involvement may be considered.

### **Response to Indirect Assault**

- Each incident will be assessed on a case-by-case basis.
- SLT will consider intent, level of risk, SEND/SEMH needs, and context.
- Outcomes may include suspension, increased supervision, targeted intervention, or adjustments to provision.

### **Recording and Monitoring**

- All incidents are logged on Arbor.
- Staff involved are offered support and debrief, including access to wellbeing support where appropriate.
- Patterns are monitored through behaviour logs and weekly SLT reviews.

### **Wilful Damage to Property**

Enrich Academy takes wilful damage to school property, equipment, or the belongings of others extremely seriously. Damage that is deliberate, reckless, or repeated undermines safety, disrupts learning, and impacts the school community.

To ensure a fair, consistent, and transparent response, the following procedures apply, taking into account the pupil's age, SEND/SEMH needs, and capacity at the time of the incident.

### **Immediate Response**

- Staff secure the area and ensure safety.
- The incident is logged on Arbor with a clear description of the damage.
- The Headteacher is informed the same day.

### **Follow-Up Actions**

- A restorative conversation takes place with the pupil to understand the reasons for the behaviour.
- Parents/carers are contacted within 24 hours.
- A Behaviour Review Meeting may be arranged for repeated or serious incidents.

### **Billing for Damage**

Where damage is deemed to be wilful or reckless, parents/carers may be billed for the cost of repair or replacement.

- A standard letter and invoice will be issued in liaison with the Business Manager.
- Payment plans may be agreed where appropriate.
- All invoices will be recorded and monitored.

### **Reporting to Police**

Serious incidents of wilful damage may be reported to the police via the 101 online system. This includes:

- Significant or high-value damage
- Repeated incidents
- Damage involving intent to intimidate or threaten

- Damage linked to other criminal behaviour

Safeguarding considerations will be reviewed prior to any police referral. The decision to report will be made by the Headteacher or a designated senior leader.

### **Process Flow**

1. Incident occurs
2. Staff secure area
3. Logged on Arbor
4. SLT notified
5. Parent contacted
6. Restorative conversation
7. Cost assessed
8. Invoice issued
9. Police report (if required)
10. Review meeting (if needed)

### **7.11 Behaviour off-site**

Rewards and consequences will continue to be applied when representing the school offsite, such as on a school trip or on the way to or from school, as appropriate to the situation. Any incident will be investigated with all parties involved, with the relevant consequences applied.

### **7.12 Absconding**

To abscond is to leave the site without permission. If a pupil leaves the site without permission, the school's absconding procedures must be adhered to. Any incidents of absconding must be recorded on the recording system as soon as possible after the incident. The police will be informed where additional risks are highlighted.

### **7.13 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether this requires a consequence in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether this requires a consequence in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of support, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our safeguarding and child protection policy and allegations of abuse against staff policy for more information on responding to allegations of abuse against staff or other pupils.

## 7.14 Positive Handling

Positive Handling refers to a range of proactive and reactive strategies used to prevent, reduce, and safely manage incidents of challenging or harmful behaviour, while maintaining respect, dignity, and positive relationships. It forms part of a wider framework of preventative support, emotional regulation, SEND-informed practice, and restorative approaches. Positive Handling is used only when necessary, lawfully, and proportionately, in line with statutory guidance effective from 1 April 2026.

Positive Handling in our schools is guided by the following principles:

- Safety first: The immediate priority is to prevent harm to pupils, staff, or others.
- Least restrictive option: Any intervention must use the minimum amount of force required and be applied for the shortest duration possible.
- Respect and dignity: Pupils' rights, wellbeing, and dignity must be upheld at all times.
- Prevention over intervention: Staff prioritise de-escalation, co-regulation, and relationship-based support to reduce the need for restrictive interventions.
- Consistency and clarity: All staff follow agreed procedures to ensure predictable, safe, and lawful practice.
- Restoration and reflection: After incidents, pupils are supported to repair relationships, understand emotions, and learn safer alternatives.

These principles are consistent with the April 2026 DfE guidance emphasising early support, de-escalation, and minimisation of restrictive practices

Our schools focus on reducing the likelihood that situations escalate to the point of requiring Positive Handling through:

- Strong, trusting adult–pupil relationships
- Clear routines, expectations, and boundaries
- Consistent reinforcement of positive behaviour
- Teaching self-regulation, emotional literacy, and problem-solving
- Reasonable adjustments for individual needs (sensory input, movement breaks, personalised plans)
- Early identification of triggers, stressors, and patterns of dysregulation
- Restorative conversations to repair harm and strengthen understanding

This whole-school preventative approach aligns with statutory expectations to minimise intervention

Restrictive interventions—defined as any action that limits a pupil's movement, freedom or liberty—may only be used when absolutely necessary to:

- Prevent a pupil causing injury to themselves or others
- Prevent serious damage to property

- Prevent a criminal offence
- Prevent serious disruption or disorder

This includes reasonable force, physical restraint, and in rare cases, seclusion. These uses must always be lawful, necessary, and proportionate.

In accordance with statutory safeguarding requirements, the following practices are strictly prohibited:

- Any restraint that affects breathing or circulation
- Prone (face-down) restraint
- Pressure applied to the neck, nose, mouth, chest, abdomen, or groin
- Floor restraint, except in exceptional emergency circumstances and for the shortest possible time
- Any use of force as punishment

These prohibitions reflect explicit safeguarding boundaries in the 2026 DfE guidance.

Seclusion—the supervised confinement of a pupil alone in a room or area where they are prevented from leaving—is treated as a restrictive intervention and must only be used:

- When necessary to manage an immediate risk of harm
- For the shortest possible time
- Under continuous supervision
- Never as a punishment

All incidents of seclusion must be recorded and reported in line with statutory requirements.

Staff involved in Positive Handling must receive appropriate and up-to-date training, which includes:

- Understanding behaviour as communication
- Trauma-informed practice and child development
- De-escalation and co-regulation strategies
- Safe, approved physical intervention methods
- Risk assessment
- Recording and reporting requirements

Training is refreshed regularly so staff can act safely and lawfully.

Every significant incident involving the use of force must be recorded promptly. A significant incident includes:

- Any use of restrictive intervention
- Any situation where there was a risk of injury, harm, or serious disruption

Records must include:

- Reason for intervention
- Type and duration of intervention
- Staff involved

- Pupil's views gathered after the incident
- Any injuries observed

This reflects statutory recording duties under section 93A of the Education and Inspections Act (April 2026 implementation)

All significant incidents must be reported:

- To parents/carers as soon as reasonably practicable
- To the Headteacher/ Designated Senior Leader
- To the Trust Board as part of behaviour monitoring data

This ensures transparency, safeguarding, and oversight

Following any restrictive intervention:

- The pupil is given time, space, and support to regulate
- Staff conduct basic injury checks and arrange first aid or medical assessment if required
- A restorative conversation takes place when appropriate
- Staff reflect on the incident to identify learning and inform future practice
- Behaviour plans, triggers, and support strategies may be adjusted

These steps ensure ongoing safety and reflective improvement, and acknowledge that harm may not always be immediately visible.

Positive Handling supports the school's broader aim of helping pupils develop:

- Self-regulation
- Resilience
- Emotional awareness
- Safe, responsible behaviour

Restrictive interventions are always a last resort, embedded within a culture of prevention, inclusion, dignity, and strong safeguarding practice.

## **7.15 Suspensions**

Suspension is a serious sanction and is used only as a last resort when a pupil's behaviour has caused, or is likely to cause, significant harm, disruption, or danger. Our aim is always to keep pupils engaged in learning, and we work proactively to prevent behaviours from reaching the point where suspension becomes necessary. When a suspension is issued, it is done so in line with statutory guidance and with a strong focus on pupil welfare, safety, and future improvement.

Suspension will be considered only when:

- All appropriate strategies to prevent escalation have been attempted or are deemed insufficient to keep pupils and staff safe
- The behaviour represents a serious breach of the school's behaviour expectations

- The behaviour poses a risk to the welfare, safety, or learning of others
- Alternative responses (e.g. restorative intervention, pastoral support, internal sanctions) are not suitable or have not been effective

The use of suspension will always be fair, consistent, and proportionate, taking into account individual needs and circumstances.

Suspension may be used in cases including, but not limited to:

- Significant physical aggression towards another pupil or member of staff
- Behaviour that puts others at risk of harm
- Serious or persistent disruption that prevents effective teaching and learning
- Damage to school property where intent or high-risk behaviour is evident
- Behaviour that significantly undermines the safe running of the school

Each incident will be assessed individually, taking into account the context, severity, and needs of the pupil.

The decision to suspend is made by the Headteacher / Head of School after:

- Reviewing all available evidence
- Speaking with relevant staff and pupils
- Considering any SEND, safeguarding, or contextual factors
- Determining that suspension is necessary to maintain safety, order, or the integrity of the school environment

The decision will be clearly communicated to parents or carers, including the reasons for the suspension and the duration.

### **7.16 Permanent Exclusion**

Permanent exclusion is a last resort and is used only in exceptional circumstances. As a Pupil Referral Unit, Enrich Academy aims to meet the needs of pupils with significant SEMH and behavioural needs; however, in rare cases, permanent exclusion may be necessary.

A permanent exclusion may be considered where:

- There has been a serious breach or persistent breaches of the Behaviour Policy, and
- Allowing the pupil to remain in the PRU would seriously harm the education or welfare of the pupil or others.

Before a permanent exclusion is issued, the Headteacher will:

- Review all available evidence
- Consider any SEND, safeguarding, or contextual factors
- Ensure that reasonable adjustments and interventions have been attempted
- Consult with the Local Authority and relevant professionals

Permanent exclusion will always be:

- Fair, lawful, and proportionate
- In line with DfE statutory guidance
- Communicated clearly to parents/carers, including their right to make representations to the governing board

Following a permanent exclusion, the Local Authority remains responsible for securing suitable education for the pupil.

## 8. Supporting Pupils with SEND

### 8.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When behaviour incidents arise, we will consider them in relation to a pupil's SEND, although we recognise that not every behaviour incident will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on a behaviour incident will be made on a case-by-case basis.

When dealing with behaviour incidents from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of behaviours and presentation, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

### 8.2 Adapting consequences for pupils with SEND

When considering a behavioural consequence for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

The school will then assess whether it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

### **8.3 Considering whether a pupil displaying behaviours may have unidentified SEND**

The school's special educational needs co-ordinator may evaluate a pupil who exhibits behaviours to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from other professionals, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies to put support into place.

### **8.4 Pupils with an Education, Health and Care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

## **9. Searching, Screening and Confiscating**

Our school is committed to maintaining a safe, calm, and orderly environment where pupils and staff can learn and work without disruption. Searching, screening and confiscation are important safeguarding and behaviour management tools that may be used lawfully, proportionately and appropriately, in line with DfE's [latest guidance on searching, screening and confiscation](#).

These powers are used with care and sensitivity, respecting pupils' dignity and privacy while prioritising the welfare and safety of the school community.

### **9.1 Screening**

The school may screen pupils for prohibited items without consent, using a walk-through or hand-held metal detector, as permitted by DfE guidance.

Screening:

- Does not require consent and does not require physical contact
- Can be carried out by any authorised member of staff
- Can be a condition of entry to school or specific events

A pupil refusing to be screened may be refused entry to the school site or activity, consistent with DfE powers and guidance.

## 9.2 Searching

School staff may ask pupils to turn out their pockets or open their bags or allow staff to look inside with the pupil's agreement.

- Consent does not need to be written
- Staff must explain why the search is taking place and what they are looking for
- Searches should be conducted respectfully, safeguarding the pupil's dignity

This is based on the school's *common-law powers* to search with consent

Authorised staff have a legal power to search a pupil or their possessions without consent if they have reasonable grounds to suspect the pupil may be in possession of a prohibited item, as defined by the DfE.

Prohibited items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers or vaping equipment
- Fireworks
- Pornographic images
- Any article reasonably suspected of being used (or likely to be used) to commit an offence or cause injury or damage
- Any item banned in school rules that has been clearly communicated to pupils

Search Requirements:

- Must be carried out by two staff members where possible, one being the same sex as the pupil, except in emergencies
- Must take place on school premises or where a member of staff has lawful control of pupils
- Must be proportionate, using the least intrusive method necessary

## 9.3 Confiscation

Staff have the legal authority to seize, retain or dispose of any prohibited item found during a search, as outlined by the DfE.

We will also confiscate any item that is harmful or detrimental to school discipline.

Handling of Items:

- Illegal items (e.g., drugs, weapons) must be handed to the police
- Controlled items (e.g., alcohol, fireworks) may be safely disposed of
- Electronic devices may be checked for safeguarding reasons
- Data may be erased or files deleted if permitted under DfE guidance

## 9.4 Vaping, Drugs and Substance Misuse (Safeguarding-Led Response)

Vaping devices, e-liquids, alcohol and any substance-related items are **not permitted on school premises at any time.**

- If parents/carers have given consent for a vaping device to be returned, the pupil may hand it in on arrival. It will be stored securely and returned to the pupil at the end of the school day.
- Consent must be provided via the school's Google Form.
- If a pupil refuses to hand in a vaping device, it will be confiscated and disposed of safely in line with DfE guidance.

At Enrich Academy, all incidents involving vaping, drugs, or suspected substance misuse are treated as safeguarding concerns and managed through the safeguarding process rather than standard behaviour consequences. Responses prioritise pupil safety, welfare, and risk reduction, alongside appropriate consequences where necessary.

The school follows a stepped, proportionate response, taking account of age, vulnerability, SEND, safeguarding context, and previous incidents.

### Vaping – 3-Tier Response

#### First Incident

- Verbal warning
- Phone call home
- Restorative conversation with pupil
- Incident recorded on Arbor

#### Second Incident

- Added to the full search list
- Phone call home
- Restorative conversation
- Incident recorded on Arbor

#### Third Incident

- Half-day suspension
- Reintegration meeting with parents/carers
- Restorative work completed before return to full timetable
- Support and education around vaping risks are provided at every stage.

### Drugs – Safeguarding-Stepped Response

#### Step 1 – Immediate Safety

- Pupil taken to a safe space
- SLT and DSL informed immediately
- Parent/carer contacted
- Incident recorded on Arbor and CPOMS

#### Step 2 – Initial Assessment

- Decision made regarding parent collection or transport home (e.g. taxi with escort)
- Restorative conversation completed on the next school day
- Safety plan updated

**Step 3 – High Concern or Repeat Incidents**

- Minimum one-day suspension
- Review of safety and support plans
- Referral to external agencies as appropriate
- Police involvement where legally required or where risk is high

Where substance misuse raises concerns of exploitation, coercion, or wider harm, the school will follow its Safeguarding and Child Protection Policy and engage external agencies as required.

## 10. Training

As part of their induction process, our staff receive training on understanding and managing behaviour, including the use of Team Teach, trauma-informed approaches, identification of SEMH needs, and strategies to support those needs.

Behaviour management also forms part of continuing professional development.

All staff receive annual refresher training in behaviour, safeguarding, and de-escalation. Team Teach training is renewed in line with certification requirements to ensure safe and consistent practice.

## Appendix A: Ethos Academy Trust Behaviour Principles Statement

Ethos Academy Trust's first priority is the responsibility to safeguard and promote the welfare of all our pupils. As such, the Trust Board is charged with the duty to set the framework of the behaviour and relationships policies of each academy by providing a written statement of general principles relating to behaviour and attitude to learning, taking into account the needs of all stakeholders.

### Vision

Our vision at Ethos Academy Trust is to create **nurturing inclusive learning communities.**

### Mission

To enable us to achieve this, our mission is that **Ethos Academy Trust will draw upon the expertise of our specialist staff and wider partners to provide timely, personalised support, intervention and provision in order to maximise the life chances of all children and young people, informed by a thorough understanding of their strengths and needs.**

### Core Values

- Leading with Integrity
  - Championing honesty and transparency
  - Building trusting relationships
- Thinking innovatively
  - Finding creative solutions
  - Meeting individual need
- Encouraging freedom and responsibility
  - Working collaboratively
  - Investing in effective partnerships
- Celebrating achievement
  - Improving academic progress
  - Enriching personal development
- Improving continuously
  - Raising Standards
  - Developing strong and effective leaders

### Our Behaviour Culture

Our behaviour policy and practices are underpinned by relational practice. Relational practice means that relationships are at the heart of our interactions and interventions. The children in our settings often have attachment challenges linked to trauma and Aces with many also having special educational needs including social, emotional and mental health (SEMH) needs. This means that our children often use behaviour as a form of communication. Our approach is to look beyond the behaviour to understand what is being communicated. We know we need to connect before we can correct.

Behaviour and positive relationships are modelled by all staff; this is a key part of our curriculum and also targeted through personalised interventions.

The Ethos Academy Trust Board believes in high standards of behaviour coupled with high support for pupils which enables

- all pupils to make the best possible progress in all aspects of their educational life;
- all staff to teach, model and promote good learning.

The Trust Board fully supports the rights of all members of our community to work, learn and achieve in a safe, supportive and stimulating environment. All members of our Trust community are fully committed to working together to establish a positive ethos and promote effective learning within an environment where all children can feel safe, enjoy and achieve, be healthy, develop resilience and be prepared for the next stage of their educational journey. Behaviour should not jeopardise the health and safety of any member of the school community and all stakeholders are encouraged at all times to be positive role models. Through consistently applying the principles of nurture and trauma informed approaches our pupils are given the strategies to be able to engage fully in learning whilst being supported by staff who are skilled in identifying and addressing all aspects of SEND.

### **The right to feel safe at all times**

**All** staff and pupils have the **right** to:

- feel safe;
- learn;
- be treated with respect;
- work in a positive, welcoming school community;
- be heard.

With rights go responsibilities, which apply to staff and pupils who **all** have a **responsibility** to:

- keep the school a safe place to be;
- allow each other to learn;
- feel physically and emotionally safe;
- treat each other with respect and dignity;
- develop and maintain a positive, welcoming school community;
- Co-regulate and communicate needs calmly and safely,
- listen to each other.

### **Inclusivity**

Ethos Academy Trust is an inclusive Trust. All members of the Trust's community should be able to work and learn, free from any form of discrimination, harassment or bullying (as laid down in the Equality Act, 2010.) Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background are clearly set out and regularly monitored for their effective implementation. Reasonable adjustments are made to day-to-day life, policies and procedures in order to meet individual needs.

## **Engaged Community/Parental Involvement**

At Ethos Academy Trust we believe that a positive, supportive relationship between parents/carers/families and professionals and each academy is key to meeting the needs of every child. Regular opportunities to visit school through parent consultation meetings, open days and fundraising events aim to encourage and support parents / carers / families to be actively involved within the academy community.

Parents / carers / families / professionals and pupils will be made aware of the behaviour and relationships policy of the academy during the induction process, which may include a 'Home School Agreement'. Parents/carers/ families are contacted on a regular basis, often daily, to share positive news and discuss any concerns. Involvement with parents/carers/families and professionals will be on an individual basis. Parental preference around home/school contact will be discussed at the initial meeting when a child joins Ethos Academy Trust.

### **Positive re-enforcement**

- The emphasis will be on encouraging positive behaviour and school attendance through:
- high expectations coupled with high support;
- the modelling and teaching of good behaviour, developing pupils' social and emotional skills;
- a focus on learning through an engaging, differentiated curriculum that meets the needs of each learner;
- praise and rewards, catching pupils getting it right.

All members of staff will recognise and celebrate positive behaviour at all times around the academy through informal praise. Children's best efforts for behaviour and learning will be celebrated regularly and success shared with parents/carers and families. The Trust Board recognise that a wide range of rewards are consistently and fairly applied in such a way as to encourage and reinforce good behaviour in the classroom and elsewhere. These are made clear in the Behaviour and Relationships Policy (and / or other policies).

### **Logical Consequences/ Restorative Culture for unsafe behaviour**

Consequences for unsafe behaviour should be known and understood by all staff and pupils and consistently applied. The range of consequences should be described in the Behaviour and Relationships Policy so that pupils, staff, parents and families can understand how and when these are applied. Consequences, when necessary, will enable the pupil to reflect on, and learn from, their behaviour and to make reparation wherever possible. The focus on positive behaviour, forgiveness and reconciliation will significantly reduce the need for exclusion or suspension. However, when considering appropriate next steps, including consequences the Head of School must balance the needs of the individual with those of the wider school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount. The Trust strongly believes that suspensions must be used only as a very last resort.

### **Positive Handling**

All our child facing staff across the trust are trained in a positive handling technique called Team Teach. This supports staff with the de-escalation strategies to help regulate pupils. This

de-escalation makes up 95% of our work when supporting children that are dysregulated. If a child is posing significant risk of harm to themselves, others, property or whole school disruption then staff may use physical intervention for which they are fully trained. Individual policies will outline the process for Positive Handling, searching, screening and confiscation as outlined in the DFE 2022

### **Sharing of Information**

The Trust Board requires the academies to maintain up to date records of pupils and to ensure that, in relation to their policies on Safeguarding and Child Protection, they are GDPR compliant when sharing information. The Trust takes seriously the responsibility to maintain personal records within suitable, safe and secure systems.

### **Notes**

1. This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE: Behaviour and discipline in schools: Advice for Headteachers and school staff (January 2016).
2. The purpose of the Statement is to provide guidance to the Headteachers in drawing up their individual Behaviour/Relational Policies so that they reflect the shared aspirations and beliefs of all stakeholders in Ethos Academy Trust: Trustees, staff, parents / carers/families and pupils, as well as taking full account of law and guidance on behaviour matters. It is intended to help all staff to be aware of and understand the extent of their responsibilities in respect of recognition and reward for good behaviour, discipline and sanctions for unacceptable behaviour and how to use them. Staff should be confident that they will always have the Trustees' support when following this guidance.
3. This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the academy's behaviour policy, though the Headteacher must take account of these principles when formulating this policy. The Headteacher should also take account of the guidance in DfE: Behaviour and Discipline in Schools Advice for Headteachers and School Staff (January 2016).
4. With consideration of our duty of care to the pupils, this written statement and the policies that are influenced by it apply to all pupils when in school, when travelling to and from school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member of the Ethos Academy Trust community off-site.
5. Each academy's Behaviour/Relational Policy is to be published on the academy's website and distributed to all members of staff.

## Appendix B

### Enrich Academy Graduated Response Flowchart (Behaviour & SEMH Support)

#### 1. Universal Support – All Pupils

- Classroom expectations (Be Respectful, Be Kind, Be Safe, Be Ready, BE Proud)
- Staff non-negotiables
- Praise, reward points, positive reinforcement
- Monitoring of attendance and engagement
- Safe spaces / Reset Spaces for regulation

#### ↓ If behaviour or SEMH needs emerge → Refer to Provisions:

#### 2. Early/Targeted Support

- Key-adult mentoring
- Restorative conversations
- Thrive-based interventions
- Emotion coaching & co-regulation
- Targeted skills support (social skills, anger management)
- Personalised timetables or adjustments
- Structured physical activity for regulation (boxing intervention)

#### ↓ If behaviour escalates or support is insufficient → Further discussion at Provisions including pupils and families

#### 3. Intensive Support

- Behaviour support agreements (co-produced with pupils/families)
- Pastoral Support Plans
- Multi-agency involvement / Early Help referrals

#### ↓ Review & Evaluate

- Daily/weekly staff reflection
- Assess–Plan–Do–Review cycles
- Adapt interventions based on impact
- Liaise with parents/carers