

Engage Academy

# Behaviour Policy

## February 2026

<b>1</b>	<b>Summary</b>	Behaviour Policy			
<b>2</b>	<b>Responsible person</b>	Adam Davies			
<b>3</b>	<b>Accountable ELT member</b>	Rebecca Smith			
<b>4</b>	<b>Applies to</b>	All staff, All Pupils			
<b>5</b>	<b>Trustees and/or individuals who have overseen development of this policy</b>	Inclusion Manager			
<b>6</b>	<b>Headteachers/Service Heads who were consulted and have given approval (if applicable)</b>	Alison Ward			
<b>7</b>	<b>Equality impact analysis completed</b>	Policy Screened	Y/N	Template completed	Y/N
<b>8</b>	<b>Ratifying committee(s) and date of final approval</b>	Learning and Achievement Committee			
<b>9</b>	<b>Version</b>	2.0			
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<b>11</b>	<b>Related documents (if applicable)</b>	Anti-bullying Policy Safeguarding and Child Protection Policy			
<b>12</b>	<b>Disseminated to</b>	All directly employed Ethos Academy Trust staff			
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Date	Version	Action	Summary of changes
20/01/2026	2.0	Major policy revision	Re-write of behaviour policy to standardise Trust wide approach and in line with current guidance

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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](#)

[Mobile phones in schools - GOV.UK](#)

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

Low level

Behaviours that do not align with classroom expectations and that negatively impact both the pupils own learning and the learning of others.

Serious Incidents

A serious incident is;

- where there is a serious breach or persistent breaches of the school's behaviour policy or
- where someone is at risk of causing harm to themselves, harm to another person, criminal damage or whole school disruption

## 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
Prejudice-based and discriminatory, including:  Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	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.

TYPE OF BULLYING	DEFINITION
<p>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.</p> <p>Prejudice-based or discriminatory behaviour may be treated as a hate crime and, where appropriate, reported to the police. Sexual bullying may be classified as sexual violence or sexual harassment and will be managed through safeguarding procedures in line with the school's safeguarding policy.</p>	

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**

At Engage Academy, we are committed to a positive, relational and nurturing approach to behaviour. Staff maintain unconditional positive regard and understand that all behaviour is communication. We recognise that pupils can only thrive when they feel safe, valued and understood, and when secure relationships form the foundation of all interactions. We believe deeply that behaviour can change and that every pupil is capable of success when supported to understand bodily sensations, emotions and triggers. Our approach is rooted in the six principles of nurture, attachment-aware practice, and a calm, consistent whole-school ethos. Staff model the highest expectations for behaviour, emotional regulation and respectful relationships.

Engage Academy uses the Ethos Academy Trust's core values through five learning expectations, ensuring pupils experience clear, predictable, relational boundaries. These expectations are communicated and taught explicitly, celebrated through Class Dojo, and reinforced with warmth, consistency and positive relationships.

### The Six Principles of Nurture

Our practice is grounded in the six principles:

- Children's learning is understood developmentally
- The classroom offers a safe base
- Nurture is essential for wellbeing and self-esteem
- Language is a vital means of communication
- All behaviour is communication
- Transitions are significant in children's lives

These principles underpin our understanding of behaviour, guide staff responses and ensure pupils' needs are met holistically.

### Understanding Behaviour

Engage Academy recognises that behavioural presentation is closely linked to a child's developmental stage, communication profile, past experiences, sensory needs and emotional state. Behaviour may communicate:

- anxiety or overwhelm
- unmet sensory or physical needs
- difficulty with communication or processing
- relational insecurity or previous trauma
- frustration linked to unmet expectations
- changes in routine, transitions or uncertainty

Staff respond to behaviour with curiosity, compassion and consistency. They prioritise reducing stress, strengthening relationships and creating the conditions for emotional regulation.

Children's behaviour forms part of our holistic assessment process. Expectations are aspirational yet achievable, taking into account:

- attendance
- home context

- SEMH needs
- trauma or ACEs
- communication needs
- resilience and self-regulation skills
- social interaction skills
- barriers to learning

## 6.1 Uniform

- Engage Academy grey school jumper or cardigan (1 provided on entry)
- Plain black jogging bottoms or plain black shorts
- Plain white polo t-shirt
- Trainers/shoes
- No additional change of clothing for PE
- Swimming kit

## 6.2 Mobile Phones

Mobile phones are not allowed to be used whilst on the school premises or in the supervision of staff. Mobile phones are handed in at the start of the day and stored until leaving at the end of the day.

## 7. Strategies for Supporting and Managing Behaviour

### Attitude for learning

Our approach promotes a relational, personalised and predictable framework where pupils feel safe to take risks, learn from mistakes and build their independence. Positive behaviour is reinforced through connection, co-regulation, explicit teaching and relational praise.

We emphasise proactive strategies, early intervention, and building emotional literacy so pupils can recognise and regulate their feelings. High expectations exist within a nurturing, supportive environment where pupils know staff will respond calmly, fairly and consistently.

### Restorative Approach

Restorative practice is a core element of our relational approach. When behaviour causes harm, the response is never punitive. Instead, we view incidents as learning opportunities where pupils are supported to reflect, regulate and repair relationships.

Staff use low-arousal, non-confrontational approaches, prioritising safety, dignity and emotional containment. Conversations happen once pupils are regulated and ready.

We use restorative questions to guide reflection:

1. What happened?
2. What were you thinking and feeling at the time?
3. Who has been affected and how?
4. What needs to happen to make things right?
5. What could be done differently next time?

This supports emotional growth, strengthens relationships and teaches pupils to take responsibility in a supported, developmentally appropriate way.

## Reminder System

When a more formalised approach is required, the academy implements a reminder system in accordance with the learning expectations framed through relational understanding.

### **Reminder 1**

*A calm, relational prompt linking behaviour to learning expectations. No consequence, only guidance and modelling.*

### **Reminder 2**

*A second reminder, still relational and supportive, highlighting how behaviour is impacting self or others. A personalised next step may be explained.*

### **Reminder 3**

*A regulated time-out used as a co-regulated strategy, never a punishment. Staff remain connected, offering reassurance and supporting emotional regulation.*

### **Reminder 4**

*If a pupil continues to struggle, they may move to an alternative safe space with familiar staff. Support here is personalised, relational and focused on reducing stress and restoring safety.*

## **7.1 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

## **7.2 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.

### **7.3 Rewards**

We celebrate positive behaviour through relational connection, specific praise and shared recognition. We emphasise intrinsic motivation, self-esteem and independence.

Class Dojo, praise and celebration systems are also used to reinforce school values, recognise effort and highlight success.

Positive behaviour will be rewarded with:

- Verbal or written praise
- Class Dojo points to spend on rewards for modelling school learning expectations
- Engagement dojo
- Trust core values half termly award
- Letters, texts, e-mails or phone calls home to parents/carers
- SLT steps to Tesco
- Core value post cards
- Positions of responsibility; e.g. School council
- Whole class weekly award
- Smiley faces, stickers and stamps;
- Sending good work to other staff members for reward or praise
- Head teacher awards;
- Reward trips
- Pupil of the week award

### **7.4 Pupil Support**

Engage Academy operates within a nurturing philosophy, combining high-quality education with personalised social, emotional and mental health support for individual pupils. As part of our nurturing approach, we prioritise proactive strategies to prevent challenging behaviour and to support pupils in understanding and managing their emotions. This includes:

- building strong, supportive relationships with parents and carers;
- developing effective, trusting relationships with pupils;

- delivering a carefully planned curriculum with a strong emphasis on personal development, PSHE, life skills and British Values;
- embedding personalised expectations and a consistent nurturing approach throughout the school day;
- understanding each child's developmental level, lived experience and context to inform effective responses, interventions and ongoing support;
- using SEMH progress tracking and Support to Self-Regulate Plans to ensure needs are identified early and addressed appropriately.

Engage Academy is also committed to promoting a communication-friendly environment where every child's speech, language and communication strengths are recognised, supported and celebrated. Staff understand that behaviour is closely linked to a pupil's ability to understand, process and express language, and therefore adapt their approaches, expectations and responses according to each pupil's communication profile. This includes the use of clear and simplified language, visual supports, modelling, and providing additional processing time to reduce cognitive load and prevent frustration or dysregulation. By removing communication barriers and tailoring support to each pupil's individual speech, language and communication needs, we strengthen relationships, promote emotional regulation and increase pupils' capacity to engage positively with learning and behaviour expectations.

Where necessary, staff work collaboratively with external professionals—such as educational psychologists, speech and language therapists, social care and health services—to further assess needs and implement appropriate support strategies. This ensures that provision remains responsive, holistic and personalised, enabling every pupil to participate fully in the school community and make meaningful progress.

## 7.5 Consequences

Consequences, where needed, are:

- relational
- restorative
- linked directly to the context
- developmentally appropriate and personalised in line with EHCP
- used as a teaching opportunity

Staff support pupils to regulate and reflect before engaging in any consequence.

**Dependent on the severity of an incident, classroom staff/teachers may meet with parents/carers supported by SLT as necessary.**

## 7.6 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.

## 7.7 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.

## 7.8 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.

## 7.9 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
- 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.

## 7.10 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.

## 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

## **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.

## 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).

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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.