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Company Registration Number: 10745840 (England and Wales)

Ethos College

Behaviour and Relationships Policy

February 2026



Nurturing inclusive learning communities



1	Summary	Behaviour and Relationships Policy			
2	Responsible person	Diane Parkinson			
3	Accountable ELT member	Rebecca Smith			
4	Applies to	All Staff, All pupils			
5	Trustees and/or individuals who have overseen development of this policy	N/A			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	Mel Kilner			
7	Equality impact analysis completed	Policy Screened	Y	Template completed	Y
8	Ratifying committee(s) and date of final approval	Learning and Achievement Committee			
9	Version	2.0			
10	Available on	Every	Y/N	Trust Website	Y/N
				Academy Website	Y/N
				Staff Portal	Y/N
11	Related documents (if applicable)	Anti-bullying Policy Safeguarding and Child Protection Policy			
12	Disseminated to	All directly employed staff, parents/carers			
13	Date of implementation (when shared)	February 2026			
14	Date of next formal review	February 2027			
15	Consulted with Recognised Trade Unions	N/A			
16	Adopted by Ethos Academy Trust following consultation	N/A			

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

Ethos College supports KS4 pupils with SEMH needs to reach their academic, social and emotional outcomes to ensure that pupils are able to work towards achieving their post 16 potential.

At Ethos College, we recognise that all behaviour is a form of communication. Pupils use their behaviour—both positive and negative—to express their needs, emotions, experiences, and levels of regulation. Our approach is grounded in the belief that behaviour provides valuable information about a child's internal state, their environment, and the support they require in that moment.

We understand that pupils may display a range of behaviours, from *low-level behaviours* that indicate mild dysregulation or unmet needs, to *more serious behaviours* that signal significant distress or difficulty. Staff respond with curiosity, consistency, empathy, and professionalism, seeking to understand the underlying cause rather than simply reacting to the behaviour itself.

To support this approach, Ethos College uses the Boxall Developmental and Diagnostic Strands to monitor, analyse and respond to patterns of low-level behaviour. These strands enable staff to identify pupils' developmental strengths and areas of need, particularly in relation to emotional regulation, engagement, self-esteem and relationships. Monitoring is used to inform early intervention, targeted support strategies and individualised planning.

Ethos College recognises and actively promotes positive behaviours as defined within the Boxall Profile Developmental Strands, which reflect pupils' growing emotional security, resilience and capacity to engage positively with others and with learning. By identifying and reinforcing these strengths, staff are able to build on pupils' existing social and emotional competencies, fostering confidence, independence and a sense of belonging. The use of the developmental strands enables us to celebrate progress in emotional development and underpins our approach to behaviour, which is relational, restorative and centred on personal growth.

Positive Behaviours

- Gives purposeful attention
- Participates constructively
- Connects up experiences – motivated; thinks about topics and can relate them to the wider world
- Shows insightful involvement
- Engages cognitively with peers
- Is emotionally secure
- Is biddable and accepts constraints
- Is accommodating to others
- Responds constructively to others
- Maintains internalised standards – shows self-control during disruptive behaviour of peers

Information gathered through the Boxall Diagnostic framework contributes to a graduated response that prioritises early help, emotional literacy and positive relationships. This ensures

that behaviour support is proactive, informed by evidence, and rooted in an understanding of each pupil's social and emotional development.

Low-Level Behaviours

- Disengaged – Not completing tasks, head on table, lack of interest
- Self-Negating – Insecure; sensitive about their own worth
- Undifferentiated Attachments – Seeks and attachment available even if negative or distracting
- Inconsequential Behaviour – Impulsive; cannot reflect on own behaviours
- Craves Attachments/Reassurance – Constantly seeks adult attention, deeply insecure about self
- Avoids/Rejects Attachments – Lacks trust in others; resists making friendships
- Insecure Self of Self – Lacks confidence to engage in activities
- Negativism Towards Self – Shows anger at failings; states they feel undervalued; negative towards others
- Negative Towards Others – Over-sensitive towards the remarks from others. Defensive/resentful; angry at others
- Wants/Grabs/Disregards Others – attention-seeking behaviours; disrupts the learning of others.

High-Level / Serious Behaviours

These require more intensive staff involvement or may trigger safeguarding or behaviour interventions.

- Absconding
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Climbing
- Criminal damage
- Drug or alcohol possession or use
- Inappropriate use of social media or online technology
- Persistent bullying
- Persistent disruptive behaviour
- Physical assault against a pupil
- Physical assault against an adult
- Racist abuse
- Sexual misconduct

- Theft
- Use or threat of use of an offensive weapon or prohibited item
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult

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: <ul style="list-style-type: none"> • 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

While it is our expectation that pupils will behave appropriately; we recognise that there are times when poor and/or inappropriate behaviours may occur. On these occasions, it is important that behaviour is managed quickly, appropriately and in line with individual need and this policy.

Within the school, the code of conduct will be implemented by all staff, with the priority of keeping pupils in school and engaged in learning. However, while consistency is key, it is recognised that a flexible approach will always be required and staff will use their professional judgement to ensure a focus on personal development and inclusion; meaning behaviour will be managed on an individual basis, considerate of the needs of the pupil.

6.1 Uniform

Ethos College does not have a formal school uniform; however, we expect all pupils to dress in a manner that is appropriate for a learning environment. Clothing must be suitable, safe, and respectful of the school community. Pupils must not wear any items displaying offensive, discriminatory, or inappropriate language, images, or symbols.

Hats, caps, and hoods must not be worn within the school building unless there is a specific, identified need as outlined in an EHCP or for medical or religious reasons.

These expectations support a positive, focused, and inclusive atmosphere where all pupils can learn and feel comfortable.

6.2 Mobile Phones and personal items

In line with the Department for Education's updated Mobile Phones in Schools guidance (January 2026), which states that "all schools should be mobile phone-free environments by default; anything other than this should be by exception only", Ethos College is committed to creating a calm, safe and focused learning environment for all pupils.

To uphold this expectation and to ensure that mobile phones and other devices do not disrupt learning, wellbeing, or behaviour, Ethos College enforces the following procedure:

- Mobile phones and personal devices must be handed in at the school gate each morning.
- Devices will be stored securely for the duration of the school day. Phones will be held in a designated secure storage system managed by staff to protect pupils' property and maintain full compliance with the expectation that pupils do not access mobile phones during lessons, transition times, breaktimes, or lunchtimes
- Phones will be returned to pupils at the end of the school day. Pupils may collect their mobile phones and personal devices (unless they are a prohibited item) from staff as they leave the

site, supporting safe travel home while ensuring the school day remains entirely mobile-phone free, as recommended by the DfE.

Please note that, in line with the guidance, where a device is medically essential, pupils may have access to their device during the school day, provided this has been agreed in advance through an appropriate medical plan and with parental/carer engagement. Such devices must be used strictly in line with the agreed purpose and must not be used for communication, social interaction, or any non-medical function during school hours.

Ethos College expects all pupils, parents, and carers to support this policy. Consistent application of mobile phone expectations is considered essential for maintaining high standards of behaviour and safeguarding pupil wellbeing.

7. Strategies for Supporting and Managing Behaviour

Pupils are expected to follow the core principles, set out in this policy at all times, but if instances of negative behaviour do occur then staff support pupils to recognise and manage their behavioural responses. At times it may be necessary to use consequences. A 1:1 intervention, to understand the behaviour displayed and strategies of how to overcome triggers. In some cases, it may be necessary for the pupil to spend some time out of school to be given an opportunity to catch up on work missed and undertake some more intensive learning around a particular behaviour; providing pupils with strategies to avoid the behaviour being repeated. This will be at an approved and risk assessed venue and families will be informed. The aim is to address the barriers to positive behaviour and to ensure the impact on pupil progress is minimised. The pupil will return to school when staff are confident that they are able re-engage with the learning and contribute positively to school life.

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 believe pupils should have their achievements recognised and rewarded. Rewards can be small tokens or more substantial incentives but, more importantly, pupils should feel that their efforts are recognised in a meaningful way in order to promote positive engagement with school life and foster the feeling of success.

At Ethos College, we continue, alongside our pupils, to design and develop a reward system that is personalised to the needs of individuals. Pupils are given the opportunity to achieve on a daily basis and are rewarded regularly; this progress is recorded on the schools MIS system. This system enables pupils to manage their own rewards and to use them to buy items that they value. This promotes budgeting skills and pupils are encouraged to donate some of their rewards to charities we support as a school.

The following rewards are used by staff to recognise and promote positive and appropriate behaviours:

- Reward system
- Postcards home
- Certificates
- Celebration assemblies/events
- Regular positive phone calls/text messages home
- Group rewards for attendance

In addition, we recognise the importance of verbal praise and recognition. As a team, we believe in catching our pupils doing the right thing and look for ongoing opportunities to highlight the positive behaviour they display. This also promotes positive relationships and supports pupils' engagement in community projects

7.4 Pupil Support

Intervention is used at Ethos College as a positive behaviour strategy and is designed to facilitate pupils to overcome everyday obstacles by understanding their emotions so that they can re-engage with learning to maximise outcomes and life chances. The staff work with the pupils to find a solution focused approach to move forwards. Intervention promotes positive

relationships as the foundation for all interactions to improve how young people navigate their own relationships both in and out of school.

We use the available data to identify those pupils who need additional support to be able to address their social, emotional and mental health needs. To address these additional needs, we have a team of Intervention Instructors who will plan and deliver a comprehensive and detailed programme of sessions that focus on an identified area of need. These pupils will be aware of their targets and will be able to contribute to the planning of the session so that they are 'done with them and not to them'.

Staff at Ethos College are trained in restorative practices and these are used to restore and rebuild relationships. The practice enables pupils and/or staff to come together to repair and appreciate the impact of their behaviours on others. This approach is successful in improving behaviours and builds trusting relationships that are fundamental in improving the emotional well-being and learning outcomes for all pupils. Being able to reflect on behaviours and consider alternatives is a key skill that restorative practice supports pupils to develop. It is this reflection and willingness to change behaviours, in certain circumstances, that is fundamental in our behaviour management strategy.

It is essential that each pupil and their behaviours are considered individually and whilst a consistent approach to basic expectations is required, each situation will be considered based on individual need and with a focus on learning and engagement.

In some cases, a risk assessment will be implemented when a pupil's behaviour becomes dangerous to them or to other pupils or staff. The aim is to ensure everyone's safety and wellbeing and, in these cases, families and wider stakeholders, if appropriate, will be involved.

7.5 Consequences

At Ethos College, consequences are used as part of a personalised, relational and nurture-driven approach to supporting pupils' social, emotional and behavioural development. We recognise that all behaviour is a form of communication, and therefore consequences are not used as punishment, but as opportunities to teach, repair and support regulation. Our approach aligns with the principles of nurture and trauma-informed practice, ensuring that every consequence is proportionate, meaningful, and tailored to the individual needs of each pupil. Staff consider the child's developmental stage, emotional presentation and underlying needs before determining an appropriate response.

Consequences at Ethos College are:

- **Individualised:** Recognising that pupils with differing needs require differing responses.
- **Predictable and consistent:** Applied clearly and calmly so pupils understand expectations and boundaries.
- **Restorative in nature:** Focused on repair, reflection and learning rather than blame.
- **Supportive, not punitive:** Used to guide future behaviour and build emotional regulation skills.
- **Relational:** Delivered in a way that preserves trust, connection and psychological safety.

Consequences may include restorative conversations, supported reflection time, reparation activities, or adjustments to routines, expectations or support strategies. Staff work collaboratively with pupils to help them understand the impact of their behaviour, develop new skills, and strengthen their ability to make positive choices.

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 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).
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.