ABBOTSWELD PRIMARY ACADEMY

BEHAVIOUR AND RELATIONSHIPS POLICY

October 2026

"When the adults change, everything changes"
Paul Dix 2017

Introduction

This policy addresses both the promotion of positive behaviour, in accordance with our academy's general aims and ethos, in relation to children's personal, social and moral development (including mental health and wellbeing), and also our policy on rewards and sanctions with regard to pupils' behaviour. It also contains our policy on bullying and exclusions. This should be read alongside our policies on Equity, Diversity and Inclusion, Teaching and Learning, Special Educational Needs, Mental Health and Wellbeing, Child Protection and Safeguarding, and Exclusions Policy. These policies can all be found on our website for Abbotsweld.

Policy Statement

At NET Academies Trust, we understand that how we interpret behaviour is vital. We understand that behaviour is understood as a communication of unmet need or as an adapted, defensive stress response. We recognise that modern science is showing that there is a huge difference between misbehaviour and stress behaviour.
Misbehaviour: the key to any misbehaviour is that a child could have acted differently; that they are aware that they shouldn't have done something and were perfectly capable of acting differently.

Stress behaviour: the key to stress behaviour is that the child is not fully aware of what they are doing, or why they have limited capacity to act differently.
Stress behaviour is caused by too high a stress load. The big challenge is figuring out why the child's stress is so high.
(*Essex Trauma Perceptive Practice Manual*)

The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour and we expect staff to work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life and

beyond. We understand the importance of 'feeling safe' in promoting social engagement and learning. Our focus is to create a culture with high expectations of behaviour, establishing calm, safe and supportive environments conducive to learning, ensuring that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community.

All staff at Abbotsweld Primary Academy have high expectations of children's behaviour in order that every child achieves his or her full potential and we make a point of acknowledging, praising and rewarding behaviour that is good.

We believe that everybody in school has the right to:

- be treated with respect and kindness
- learn, develop and progress
- feel safe

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. We practise relentless routines and visible consistencies that all children and staff follow.

All adults in the school share these 5 Pillars of Practice;

1. **Consistent, calm adult behaviour.**
2. **First attention for best conduct.**
3. **Relentless routines.**
4. **Scripting difficult interventions.**
5. **Restorative follow up.**

All adults in the school share these 3 approaches;

- **Consistent**
- **Calm**
- **Curious**

Children are praised publicly and reminded in private.

Trauma Perceptive Practice (Essex Local Authority)

An understanding of trauma, chronic stress and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that our school community understands the impact these have on a child's development, behaviour and learning to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning.

There is a growing body of research and understanding of the impact of Childhood Adversity on long-term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

At NET Academies Trust, we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism.

Aim of the Policy

Every member of staff working in the school is expected to be consistent in their approach to children's behaviour and follow the school's behaviour policy for the following reasons:

- Consistency and security for the children;
- Consistency and security for parents;
- Elimination of ambiguity for staff;
- Support for ECTs, supply staff and non-teaching staff;
- Ease in establishing good behaviour.
- To safeguard all children at all times.

Adults within the school environment have a duty to provide positive role modelling in all areas of behaviour, this includes non-teaching staff and visitors to the school. We believe in equity.
Our differentiated response to behaviour recognises that our children are unique and individual and that some will require additional support in order to achieve the high expectations we have for behaviour for all children.
Our first priority will always be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques will be used to help prevent further behaviour issues arising and to help the child return to their Window of Tolerance. In line with TPP, these may include respecting personal space, keeping tone and body language neutral, being empathetic.

We aim to actively promote high self-esteem and high aspirations for all pupils, through an ethos that values every child. For children, being able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work

"The first priority will be to ensure the safety or pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. These may include

Our school Rules

Our rules are simple and straight forward so that all children and staff can remember them.

Be Honest
Be Respectful
Be Safe

Purpose of the Policy

The purpose of the policy is to ensure:

Consistent language and consistent response: Referring to the rules or the agreement made between staff and pupils, simple and clear expectations reflected in all conversations about behaviour.

Consistent follow up: Ensuring 'certainty' in the classroom, in the playground, and senior leadership level.

Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.

Consistent consequences: Defined, agreed and applied at the classroom level as well as established procedures for break times and structures for more serious behaviours.

Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.

Consistent respect from the adults: Even in the face of disrespectful pupils!

Consistent models of emotional control: Emotional regulation/containment that is modelled and not just taught, (Zones of Regulation), pupils are never 'shamed', teachers as role models for learning, teachers learning alongside pupils

Consistently reinforced expectations and routines for behaviour: In classrooms, and around the site.

Consistent environment: Displays are of a consistent high quality, consistent visual messages and echoes of core values, positive images of pupils

Our Approach to Positive Behaviours and Relationships

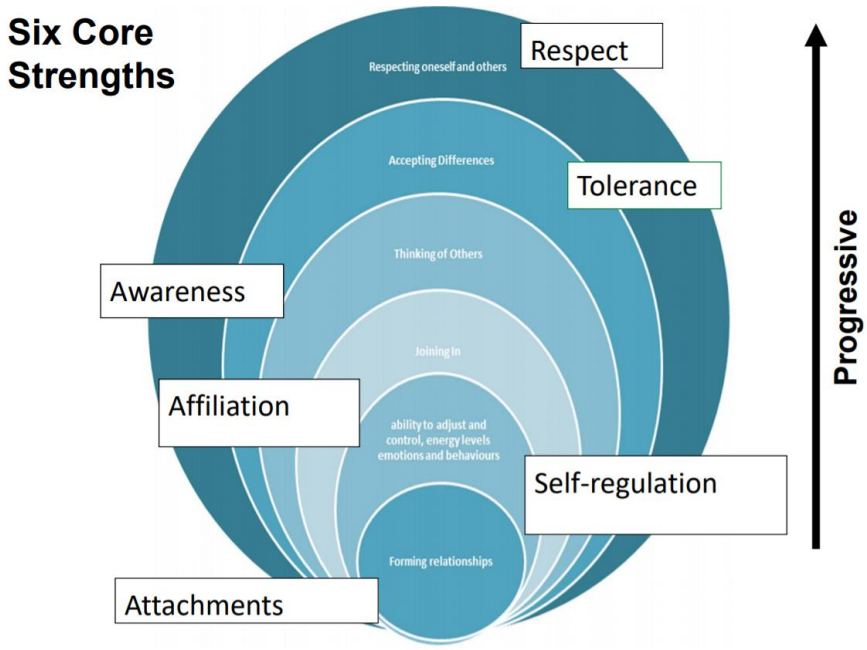
Our approach is based on the understanding that positive behaviour develops through secure relationships, a sense of belonging, predictable environments and opportunities to learn and practise emotional regulation and social interaction skills. We recognise that behaviour can communicate an underlying need, difficulty or barrier, and adults will seek to understand what may be contributing to a pupil's behaviour whilst maintaining clear, consistent and developmentally appropriate expectations.

Children are supported to develop positive relationships in accordance with Bruce Perry's Six Core Strengths: Attachment, Self-Regulation, Affiliation, Awareness, Tolerance and Respect. These recognise the importance of secure relationships and regulation as foundations from which children can increasingly develop the social and emotional skills required to understand themselves, relate positively to others and engage successfully in learning.

Adults play an important role in supporting this development through positive relationships, co-regulation, modelling, explicit teaching and consistent relational practice. Staff recognise that children may require different levels of adult support according to their developmental stage and individual needs.

Our Ordinarily Available provision provides a universal and preventative foundation for positive behaviour and relationships. This includes high-quality teaching, predictable routines and transitions, clear and accessible communication, appropriate visual support, regulation strategies and resources, movement and sensory opportunities, and reasonable adjustments according to individual need.

Our aim is therefore not simply to respond to behaviour when difficulties arise, but to anticipate and reduce barriers, develop children's capacity for regulation and positive relationships, and create inclusive environments in which all pupils are supported to participate, belong and learn successfully.



Rewards

At Abbotsweld, Dojo points are used as a positive behaviour and achievement reward system. Pupils accumulate Dojo points throughout the academic year, which serve both as individual recognition and as contributions to their collective house points.

Class teachers are responsible for tracking pupils' Dojo points using an online system. As children reach specific milestones, they will receive badges and recognition in line with the thresholds outlined in the table below.

Dojo Rewards	
100	Bronze Badge *(badge rewarded in class and celebrated in assembly)*
250	Silver Badge *(badge rewarded in class and celebrated in assembly)*
500	Gold Badge *(badge rewarded in assembly)*
800	Platinum Badge *(badge rewarded in assembly with parent invited)*

In addition to individual rewards, the total points earned contribute to the overall house competition. The house group with the highest total at the end of the academic year will receive a special reward in recognition of their collective effort and achievement.

NB: Classes may choose an additional motivator but this does not include Dojos.

It is important that we recognise and reward positive behaviour with Dojos in a consistent and meaningful manner across Abbotsweld.

At Abbotsweld, we recognise learning behaviours that demonstrate our school values. These values are reflected in our school rules and provide a shared language for recognising the behaviours that help everyone to learn, feel safe and thrive:

Honesty, Kindness, Determination, Confidence, Perseverance, Responsibility, Courage, Independence, Respect, Equality, Empathy, Resilience and Safety.

We aim to positively notice pupils regularly and ensure that recognition is specific to the behaviour being demonstrated, staff identify and reinforce the positive behaviour we want to see repeated.

For example, rather than saying: “You were quiet.” We would say: “You listened respectfully while someone else shared their point of view. That shows respect and empathy.”

Rather than: “You got on with your work.” We would say: “You kept working even when the task became difficult. That shows real perseverance.”

Restorative Practice

Alongside relational approaches, staff use restorative practice to support pupils to understand experiences, repair relationships and learn from incidents. Restorative conversations take place when a pupil is emotionally regulated and developmentally able to participate meaningfully. Adults recognise that some pupils may first require co-regulation, processing time, visual support, adapted language or an alternative means of communicating their experience.

Questions from The Restorative Five include:

1. What happened?

2. What were you thinking or feeling at the time?

3. What have you thought or felt since?

4. How did this make people feel?

5. Who has been affected?

Questions will be adapted according to the pupil's age, developmental level, communication needs and SEND, rather than being used as a fixed script.

The restorative conversation should support the pupil to understand what happened, recognise the impact on themselves and others and identify what may help them respond differently in the future. Where appropriate, an agreement will be made between the pupil and adult about what needs to happen next to repair relationships, address harm and support successful re-engagement with learning.

Any consequences will be proportionate and developmentally appropriate and will take account of individual circumstances, SEND and reasonable adjustments. Consequences should support learning rather than simply sanction behaviour.

Through restorative practice, pupils are supported to develop self-regulation, awareness, affiliation, tolerance and respect, linking restorative work directly to the school's Six Core Strengths.

Addressing Inappropriate Behaviour with dignity

It is the positive feedback and encouragement and the building of self-esteem above all else that makes our Behaviour Policy work. All staff must recognise and encourage choices of good behaviour. It is also important that all staff respond consistently to behaviour:

Strip out the negative emotion and be professionally rational. I mean completely strip it out. Refuse to entertain the screw face, irritated tone or sharp word. Do not allow yourself to shout, point or even give the whiff of physical authority. Make your response to even the most appalling behaviour matter of fact. Be outwardly shocked by nothing. If you resist the urge to respond emotionally for 30 days it become routine, easy, normal – even working in the most extreme circumstances.'

Paul Dix, 2017

Our Behaviour Steps
Our rules:

Be Honest	
Be Respectful	
Be Safe	

As well as informing the community on consequences, the colour-coded table below also aligns the presenting behaviours with the rule it contravenes. Consequences and conversations will include this language.

This Children's Charter is discussed and agreed with the children at the beginning of every academic year.

Level 1 Behaviour	Level 1 Expectation	Level 1 Consequence
Talking out of turn	We talk to adults & our fellow pupils in the correct manner	Verbal Warning
Incorrect and/or unsafe sitting position	When it's time to learn, focus and sitting in correct position	Reframing and modelling
Wasting time	When it's time to learn, focus on the lesson	Complete work during social time
Work Avoidance	When it's time to learn, focus on the lesson	Complete work during social time
Disruption and not listening	We listen well, to help us to learn	Move to alternative working space
Greetings and manners not reciprocated	Show respect to your peers and adults	Repetition and re-modelling to greet
Not following instructions first time	We listen well, to help us to learn	Repeat Instruction and move seats to work independently
Not sharing, snatching and taking without asking	Respect items and others	Replace object, repeat expectation and re-model with another child/adult
Not moving on from a resolution	We move on and are ready to learn	Reframing and modelling

Level 2 Behaviour	Level 2 Expectation	Level 2 Consequence
Hurting physically or verbally when dysregulated	No physical violence is allowed	Loss of social time x1 to write apology letter Removal from classroom/playground Reflection Time at Lunch
Instigation of an incident/Holding a grudge after resolution	We move on from a warning and learn from our actions	Removal from classroom/playground Reflection Time at Lunch
Leaving Classroom without permission	We talk to adults instead of storming out	Complete work during social time Reflection Time at Lunch
Damaging Property	We treat equipment and property with safety and pride	fix/clean damaged item Reflection Time at Lunch
Telling Lies Persistently	Be honest and take responsibility	Behaviour consequence & loss of social time to write truth Reflection Time at Lunch
Constant Disruption within timeframe	Avoid distracting other pupils and stay focused	Loss of social time Reflection Time at Lunch
Swearing and Spitting (Not directed at anyone)	No inappropriate language or spitting is ever allowed	Witnessing adults warns and discusses appropriate behaviour and reframes language that could be used alternatively. Reflection Time at Lunch
Influential leading of others	We do not bully, hurt or tease others	Removal from activity Reflection Time at Lunch
Disrespecting a teacher/Member of staff and not always following instructions	Show respect to your peers and adults	Loss of social time - Reflection Time at Lunch
Communicated to parents verbally and follow-up email and Consider CMP for repetitive behaviours		

Level 3 Behaviour	Level 3 Expectation	Level 3 Consequence
Hurting physically or verbally when regulated	No physical violence is allowed	Loss of social time x1 to write apology letter Removal from classroom/playground Reflection Time at Lunch
Swearing, spitting or offensive language (inappropriate) at peer or adult	No inappropriate language or spitting is ever allowed	Removal from classroom/playground Internal Exclusion
Physical Violence targeted at a peer	No physical violence is ever allowed	Removal from classroom/playground Loss of Social Time x2 and letter of apology - Reflection Time at Lunch
Physical Violence targeted at an adult	No physical violence is ever allowed	Removal to Internal Exclusion Loss of Social Time x2 and letter of apology - Reflection Time at Lunch
Stealing	Respect other people's property and ask before borrowing	Loss of Social Time - Reflection Time at Lunch
Racist and Derogatory language: verbal or written not directed towards anyone individually or collectively	Use respectful language and respect everyone	Loss of Social Time x2 - Reflection Time at Lunch (Language understanding)
Communicated to parents verbally and follow-up email and Consider CMP for repetitive behaviours.		
Bullying, racism and targeting individuals are dealt with on an individual basis due to severity (instant consequences above).		

Behaviour logs are kept for children who present with behaviours Level 2 and above and are taken into consideration when considering a CMP. Teachers are expected make leadership aware if 'Time Outs' occur consistently as repetition of behaviours may require escalation to Level 2 or a CMP. Governors will analyse all recorded data on 'Time outs in other classes or with leadership' where a child has been removed from class for a short period and in cases where these are falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this.

The use of Time out in other classes is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics.

SEND, SEMH and Behaviour as Communication

The school recognises that behaviour may communicate an unmet need, difficulty or barrier to participation and learning. This is particularly important when considering pupils with SEND, including communication and interaction needs and social, emotional and mental health (SEMH) needs.

The presence of SEND does not automatically mean that a pupil's SEND has contributed to a particular incident. Staff will consider the individual circumstances, the pupil's identified needs and whether appropriate reasonable adjustments and Ordinarily Available provision were in place.

The school will seek to anticipate and reduce likely barriers and triggers before difficulties escalate through high-quality teaching and Ordinarily Available inclusive provision. This may include:

- predictable routines and supported transitions; clear, concise and accessible language and instructions; visual supports; regulation strategies and resources, including the school's agreed Zones of Regulation approaches; planned movement and sensory opportunities; adjustments to the environment, task or seating; opportunities for co-regulation and support from a trusted adult; and other reasonable adjustments according to individual need.

Consistency does not always mean sameness. A consistent approach means maintaining shared expectations, boundaries and relational principles whilst recognising that pupils may require different strategies, reasonable adjustments and levels of adult support to achieve them.

Where behaviour is persistent, escalating or significantly affecting a pupil's access to learning, staff will consider what the behaviour may be communicating and whether further assessment or targeted support is required.

Support will follow the school's graduated Assess–Plan–Do–Review approach. This may include observation and assessment, discussion with parents/carers and the pupil where appropriate, One Planning, a Consistent Management Plan (CMP), targeted SEMH intervention and involvement from external agencies where required.

Provision and intervention will be reviewed and monitored for impact, with the aim of supporting the pupil to successfully access Ordinarily Available provision wherever possible. The school's SEMH Intervention Support and Provision pathway and Assessment and Intervention Pyramid for SEMH provide further guidance for staff.

Incidents of a Serious Nature

It is recognised that for some children further sanctions may need to be used.
Incidents of a serious nature (e.g. aggression, violence, racism) will bypass the above system and will immediately be referred to and dealt with by the Head of School/Headteacher or a senior leader in his/her absence. Incidents will be recorded on the behaviour system provided online by Arbor. This will involve the Head of School/Headteacher and relevant academy staff working closely with the child and parents to address and resolve the inappropriate behaviour. If necessary, a 'Consistent Management Plan' will be formed and this will involve specific rewards and sanctions, as governed by the plan. The plan will also include provision of interventions aimed to teach skills and strategies to support the child to address poor behaviour. The interventions used by the Trust include – Zones of Regulation, SMART Thinking, Talkabout series.

Removals from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the class have been attempted, unless the behaviours is so extreme as to warrant immediate removal. Reasons for removal are:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;

- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and

- To allow the pupil to regain calm in a safe place.

During the period of removal, the pupil will receive continual, supervised education in a suitable environment until a suitable plan is put in place for successful reintegration.

Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents will be informed on the same day if their child has been removed from the classroom and a reintegration strategy will be discussed with the pupil and parents which facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply.

Physical intervention (control and restraint) - the use of reasonable force

At Abbotsweld we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent children and young people committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The latest guidance from the DfE can be found here: DfE Behaviour in Schools February 2024.

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded on Arbor and reported immediately to the Head of School/Headteacher.

Our partner for physical intervention training is PRICE (Protecting Rights In a Caring Environment) training. PRICE is a Restraint Reduction Network (RRN) certificated training provider.

The PRICE Schools Programme course equips education staff with the knowledge, skills and confidence to

- safely respond to situations where the communicating behaviour compromises the safety of themselves or others to a level where without further intervention harm is very likely.
- take immediate action to protect both the safety of pupils and teaching staff.

Our school follows the **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'**
It can be found here: Understanding and Supporting Behaviour - Safe Practice for Schools - August 2023.pdf (essex.gov.uk)
Within this guidance, it is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary and to follow the other recommendations set out in this document.

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

Fixed Term and Permanent Exclusion

We are an inclusive academy and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude.

The Head of School/Headteacher can exclude a pupil from the academy on disciplinary grounds for the maximum of 45 academy days per academic year. After this the pupil may be permanently excluded.

Should a child be continually and seriously disruptive during the lunch break the Head of School/Headteacher is entitled to exclude the child from the academy premises for the duration of the lunch break. Such an exclusion will be treated in the same way as any other exclusion in terms of notifying the parents. Lunchtime exclusions shall count as a half day exclusion for the purposes of record keeping.

The Head of School/Headteacher reserves the right, pursuant to Section 89(5) of the Educations and Inspections Act 2006, to exclude a pupil for actions committed out of academy hours and off academy premises, including when the child is not under the lawful control or charge of the academy

The Head of School/Headteacher will take account of their duty of care when excluding a pupil and not allow them to leave the academy premises until they are accompanied by an appropriate adult. To facilitate this the Head of School/Headteacher will contact parents to arrange the collection of the child should the exclusion take place in the middle of the academy day.

Under the Equality Act, the gender, race, ethnicity, disability or sexual orientation of a pupil cannot be a contributing factor in the decision to exclude them.

The Head of School/Headteacher will not exclude any pupil or increase the length or severity of an exclusion for any non-disciplinary reason, such as poor academic attainment or the conduct of a pupil's parents. The academy will not place conditions on a pupil's exclusion whereby the failure to meet such conditions would result in the delaying of their return to academy. It is unlawful for pupils to be excluded from the academy during the presence of inspectors if they would not have been excluded otherwise.

Bullying

The Trust will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, transphobic, homophobic, sexual, verbal (direct or indirect) and cyber-bullying.
The Trust wants to make sure that all pupils feel safe in the NET Academies Trust and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this Relationships policy and will not be tolerated.
Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The Trust practises a preventative strategy to reduce the chances of bullying. This is instilled in the Trust's curriculum, through the active development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily academy life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will results in disciplinary action.
If an allegation of bullying does come up, Abbotsweld will:

- take it seriously
- investigate as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the Head of School/Headteacher
- provide support and reassurance to the victim
- make it clear to the perpetrator that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff, using the practices referred above, will make sure that they understand what they have done and the impact of their actions
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiations and sometimes sanctions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the perpetrator will be told why it is used
- consider whether exclusion is appropriate in light of the circumstances.

The Trust believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its academies. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the Trust community, the member of staff should report this to a member of the academy's Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the pupil gives access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during the investigation this could lead to an adverse decision taken against the pupil.

Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Trust will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while

investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

Mobile Phones

To promote positive behaviour, safeguarding, wellbeing and learning, pupils are not permitted under any circumstances to use mobile phones or smart devices during the school day. Any breach of this expectation will be managed in accordance with the school's behaviour policy.

Pupils that walk to school without an adult are permitted to bring a mobile phone on site but this must be turned off before entering the school gates and handed in to the office upon arrival for secure storage.

As an academy, if we are made aware of fake images being created then we will take action as a school. This includes but is not limited to using AI to create fake profiles of staff or other pupils online.

Complaints

If parents/carers have concerns or complaints over the implementation of this policy they should report this to a member of staff or the Head of School/Headteacher in accordance with the trusts complaints policy. If the concern relates to an exclusion or suspension, the statutory procedure set out in the exclusions guidance will be followed.

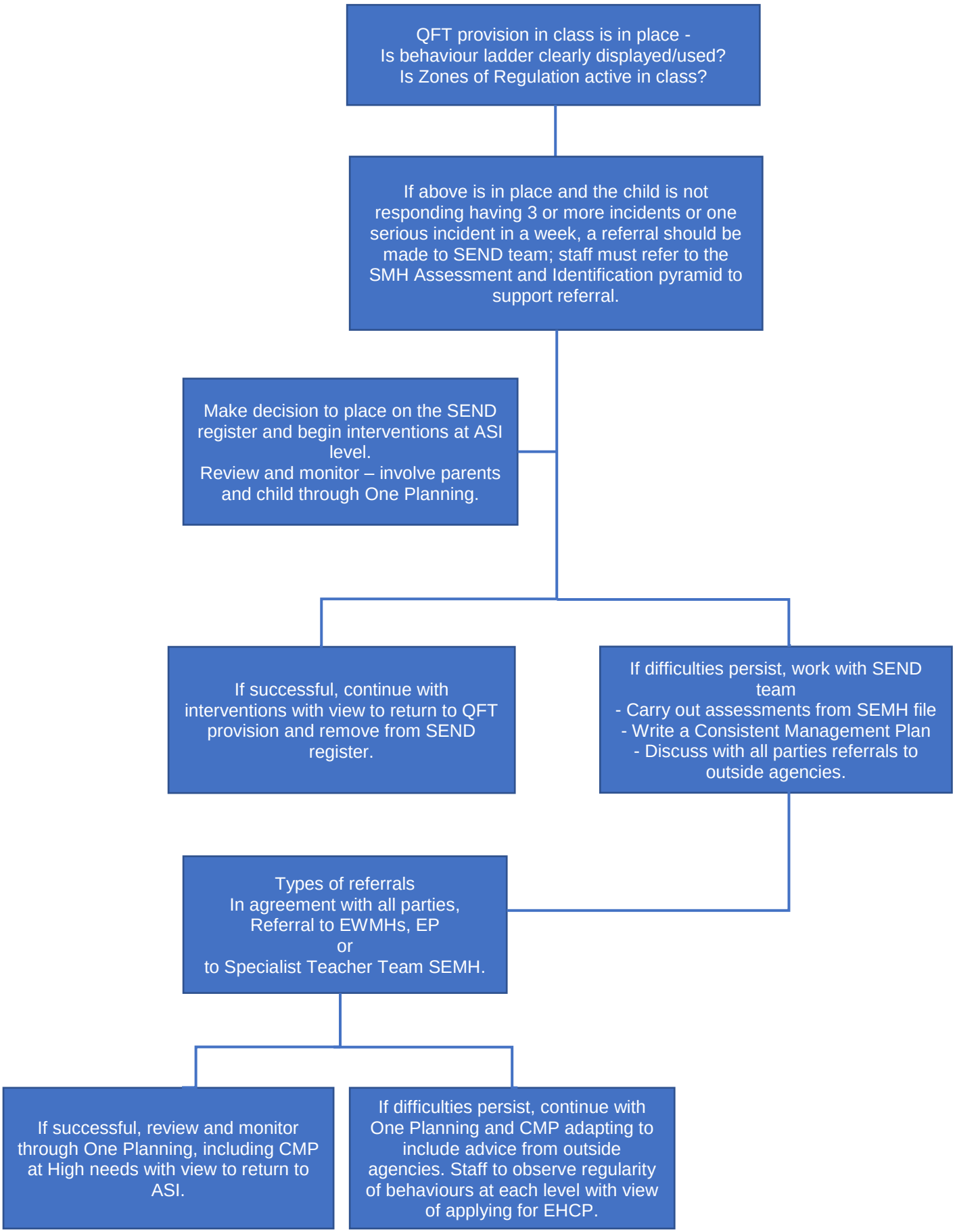
This policy was approved by the Trust in October 2026.

This policy shall be reviewed on a regular basis to ensure its continued effectiveness and compliance with the law and regulations.

Next review date: October 2027.

Appendix A

NET Academies' Approach to SEMH Intervention Support and Provision



Appendix B

Assessment and Intervention Pyramid for SEMH

	Focus areas>>>								
	**Intervention**	Outside agencies	EP involvement	ST involvement	School Counsellor	EWMHs referral	EWO Social Care As appropriate		
	Trigger	Ongoing concerns and difficulties							
	Assessment	On-going							
Use Essex Provision Guidance for foundational school, class and individual approaches Meet with parent and pupil 	**Intervention**	Amend teaching approaches	Incredible 5 point Scale Social Stories Zones of Regulation	Regular group sessions with EP: Bright Minds Bright Moods	Regular group sessions with trained adult: Social Skills e.g. Time to Talk, Socially Speaking, Talkabout Lego Therapy	Regular group sessions with trained adult: Volcano in my Tummy When my worried get too big Feeling Artbook	Regular 1:1 sessions with Pastoral staff	Family Support Keyworker input	
	Trigger	On-going concerns reported to Sharon Newton/ SLT/ CT Increase in Fequency and Severity measured through observations/blue slips							
	Assessment	Functional Behaviour Analysis e.g. ABC charts STAR analysis	Assessment of speech, language and communication, physical skills and other possible needs	Pupil views investigated in more detail e.g. Pupil Participation folder approaches, Feelings rating scales	Boxall Profile (now online)	Emotional Literacy Checklists (Southampton EPS)	SENCO observation of class and pupil		
	If concerns continue and child is working more than a year below ARE or blue slips/exclusions have increased, place on SEND register								
Use Essex Provision Guidance for foundational school and class approaches Meet with parents and pupil 	**Intervention**	Assessment of academic levels → increased differentiation	Peer support e.g. buddy system, playground leaders, friendship stop, lunchtime clubs, safe place, become a buddy/peer mentor	Meet with identified adult to discuss and problem-solve Reward? Positive report	Circle Time in class – targeted PSHE lessons	School, class/group use of Growth Mindset resources	School, class and group use of Zones of Regulation/ WHAM resources	Meet and Greet Self-monitoring success records	
	Trigger	Concerns reported to Sharon Newton/ SLT/ CT Frequency and Severity measured through observations/blue slips							
	Assessment	Parent concerns or information (e.g. home-school log info, family separation/ bereavement)	Staff concerns	Daily checks – Zone of Regulation – pupil frequently indicates blue, yellow or red zones	Detentions/ Exclusions	Rate of learning progress and/or attainment	Attendance concerns		
	Focus areas >>>								

Appendix C

REASONABLE FORCE / PHYSICAL INTERVENTION
INCIDENT RECORD

Think PRICE

P — Prevention / preparation	What steps were taken to prevent escalation and keep people safe?
R — Risk assessment	What was the immediate risk? Why was intervention necessary at that point?
I — Intervention	Exact actions / contact used, by whom, position and sequence. Identify the trained approach used; do not write only "PRICE hold".
C — Communication / care	Instructions, communication with pupil, monitoring, comfort, dignity and any adjustments made.
E — Ending / evaluation	What changed so the intervention could stop? Confirm it ended as soon as safe; record debrief and learning.

Pupil and incident details

Academy	
Pupil name	
Class	
Date of incident	
Time of incident	Start: End:
Exact location	
Staff directly involved / roles	
Other staff / witnesses	
Person completing form / role	

Immediate risk and reason for intervention

Describe the specific, immediate risk and who/what was at risk. Avoid labels or assumptions.

Reason(s) (tick all that apply):
☐ Prevent injury / imminent harm ☐ Prevent an offence ☐ Prevent damage to property
☐ Maintain good order / discipline (where legally permitted) ☐ Other: _____

Events before intervention and de-escalation

What happened immediately beforehand? Include observable behaviour, triggers/context and relevant known needs.

Strategies attempted (tick and add detail):
☐ Calm verbal prompts ☐ Reassurance ☐ Offer of space / time ☐ Choices / redirection
☐ Remove other pupils / reduce audience ☐ Call for assistance ☐ Other: _____

What was tried, by whom, and with what result? If not attempted, explain why.

Injury, distress and medical / safeguarding response

Pupil injury / marks / distress	
Staff / other person injury	
First aid / medical assessment	
Safeguarding concerns / referrals	

Pupil voice

Pupil's account / views	
Support after incident	

Parent /Carer communication

Parent/Carer contacted	
Date/Time	

Staff declaration and management review

Staff completing record		
Signature / date		
Senior Leader reviewing		
Review action		
Review signature / date		



Be Honest

Be Respectful

Be Safe