HARLOWBURY PRIMARY SCHOOL

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.

Policy Statement

At NET Academies Trust, we understand that how we interpret behaviour is vital. We recognise and 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 making a more appropriate choice.

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 Harlowbury Primary School have high expectations of children's behaviour in order that every child achieves their 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 Five 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.

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 to 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 Early Career Teachers (ECTs), supply staff and non-teaching staff;
- Ease in establishing good behaviour.

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 and 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.

At Harlowbury we believe that every child has a right to learn; every teacher has a right to teach.

We strongly believe in the UN **Convention on the Rights of the Child (UNCRC)**, ensuring every child's right to play, express themselves, feel safe, access education and healthcare, maintain their identity, enjoy a good standard of living, and know their rights.

Our school's behaviour expectations are built on three core values: **Respect**, **Resilience**, and **Craftsmanship**. These guide how we treat others, overcome challenges, and take pride in our work.

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 are reflected in all conversations about behaviour.

Consistent follow up: ensuring 'certainty' in the classroom, in the playground, and at 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!

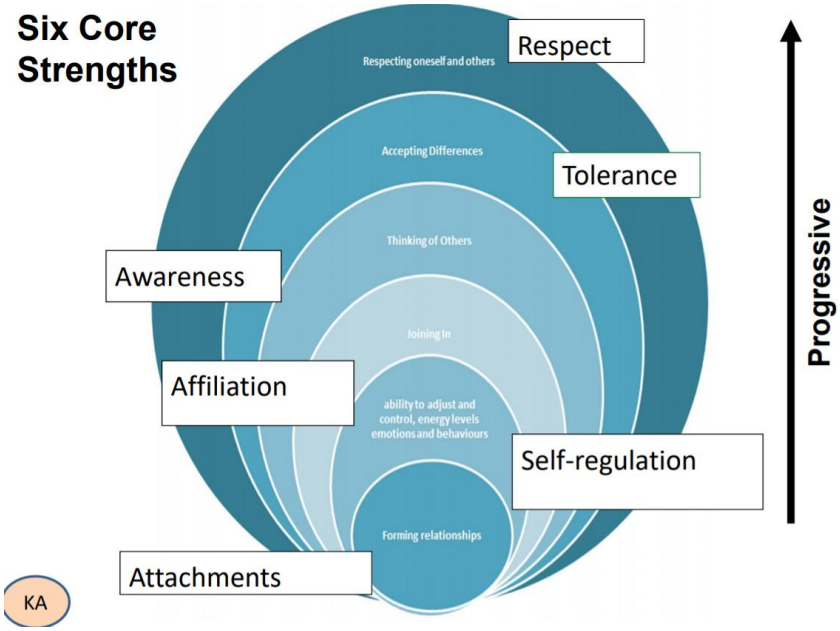
Consistent models of emotional control: emotional regulation/containment that is modelled and not just taught (Zones of Regulation), pupils are never 'shamed', teachers as role models for learning and teachers learn alongside pupils.

Consistently reinforced expectations and routines for behaviour, both in the classrooms and around the school site.

Consistent environment: displays are of a high quality, consistent visual messages to reinforce core values and positive images of pupils.

Our Approach to Positive Behaviours

Our positive approaches are based on understanding that pupils are learning how to manage themselves with the added complexity that they are doing so within a community of other learners who might not yet be skilled. This clearly suggests that triggers and challenge will arise, which will need to be managed. Children will be supported to develop relationships in accordance with Bruce Perry's six core strengths (see diagram below) moving from forming secure attachments to respecting others; this represents that good learning has taken place.



Motivation and Promoting Positive Behaviour

We use both extrinsic and intrinsic motivation to support positive behaviour. While praise, rewards, and sanctions help guide behaviour, we focus on developing self-motivation, which builds resilience and leads to long-term success. Our pupils are encouraged to take pride in their achievements and act as positive role models.

Positive Behaviour is Promoted Through:

- Praise for effort and achievement in behaviour and learning
- High expectations for conduct across the school
- Compliments for manners and respectful behaviour
- House points for effort, learning behaviours, and attainment
- *Star of the Week* awards for exceptional effort
- Certificates for achievements such as most improved reader or modelling core values
- Stickers from the Headteacher and Deputy Headteacher for effort and behaviour

- Regular communication with parents via Tapestry (EYFS), purple mash open-door sessions, and formal reports
- Ambassadors, House Captains and Pupil Leaders modelling expectations inside and outside the classroom

Belonging and Community

We believe that a strong sense of belonging, and community is essential to positive behaviour and personal development. Our New House system (to celebrate our move to Gilden Park) , launching in December 25 celebrates local heritage and encourages teamwork, pride, and integrity across the school. Every pupil and staff member belongs to one of six Houses—**Hubbards Hall**, **Moor Hall**, **Kitchen Hall**, **Campions**, **Pipers**, or **Feltimores**—each with its own colour, icon, and values. Through House activities, competitions, and shared goals, pupils learn to support one another, celebrate achievements, and contribute positively to the school community. House points, leadership roles, and regular recognition help foster a culture of respect, collaboration, and personal responsibility.

House	Colour	Icon	Image	Characteristic
Hubbards Hall	Royal Blue	Castle		Resilience
Moor Hall	Forest Green	Leaf		Growth
Kitchen Hall	Cherry Red	Flame		Creativity
Campions	Gold/Yellow	Flora		Vitality
Pipers	Violet	Musical Note		Harmony
Feltimores	Orange	Fox		Curiosity

Restorative Practice

At our school, we prioritise positive relationships and emotional wellbeing. All staff are trained in relational skills and in how to lead effective restorative conversations. These conversations help pupils reflect on their actions in a supportive, non-judgemental way that encourages personal growth and protects self-esteem.

Establish–Maintain–Restore (EMR) Model

The Establish–Maintain–Restore (EMR) model is a relationship-building approach that helps teachers create, nurture, and repair positive connections with pupils to support behaviour and learning. *(EEF Improving Behaviour in Schools, 2019; updated 2025)*

	Establish	Maintain	Restore (R^3)
Definition	*Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection & understanding)*	*Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)*	*Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student)*
Practical strategies	Set aside window of time to spend with student Inquire about student's interests Communicate positively: Open ended questions Affirmations Reflexive listening Validation Reference student info Deliver constructive feedback wisely	5-to-1 ratio of positive to negative interactions Positive notes home Greet students at the door Relationship check-in Random, special activities	R^3 = Reconnect, Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of the previous incident & start fresh Communicate your care for having the student Engaging in mutual problem solving

Trauma Perspective Practice (TPP) & Zones of Regulation

Using the language of **Trauma Perspective Practice (TPP)**, school staff use both **Zones of Regulation** and **TPP language** to "restore and repair" relationships following a negative interaction.

The Zones of Regulation

- **Blue Zone** – sad, tired, low, unwell, lacking energy
- **Green Zone** – calm, happy, ready to learn
- **Yellow Zone** – worried, excited, silly, frustrated, loss of some control
- **Red Zone** – angry, scared, out of control

These zones help children identify emotional states and understand how to regulate them with support.

TPP – The 3 Rs

1. **Regulate** – helping the child calm their body and emotions
2. **Relate** – connecting with the child through empathy and attuned communication
3. **Reason / Repair** – once calm, supporting the child to reflect and restore relationships

We specifically emphasise **R3: Repair**, ensuring relationships are rebuilt after moments of challenge and we use the restorative questions through our reflection sheets to guide these discussions:

1. **What happened?**
2. **How were you feeling and why?**
3. **What impact has this had on you and others?**
4. **What have you learnt?**
5. **What would you do differently next time?**

My Happy Mind Programme

Alongside this, we are implementing the **My Happy Mind** programme across the school to support mental health and wellbeing. This programme helps children:

- build resilience

- develop a positive mindset
- understand how their brains work
- manage emotions and relationships effectively

Together, these approaches create a nurturing environment where every child can thrive emotionally and socially.

Our Behaviour Steps

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

<table>
<tr><th colspan="3">LEVEL 1</th></tr>
<tr><th>Behaviour</th><th>Children's Consequence</th><th>Adult's response</th></tr>
<tr><td>Talking out of turn</td><td>The consequences below are steps to follow for persistent behaviours:-</td><td rowspan="2">Always respectful, remember to use BEST;

Body posture, eye contact, speech, tone of voice</td></tr>
<tr><td>Not listening
Not following instructions first time
Wasting Time
Work Avoidance</td><td>Verbal warning
Move seats
Repeat instruction and move seats to work independently
Complete work during social time Move to an independent working table</td></tr>
</table>

<table>
<tr><th colspan="3">LEVEL 2</th></tr>
<tr><th>Behaviour</th><th>Children's Consequence</th><th>Adult's response</th></tr>
<tr><td>Hurting Others</td><td>Loss of social time
Sincere apology to child
Phone call/ spoken to at end of the day</td><td rowspan="4">Always respectful, remember to use BEST;

Body posture, eye contact, speech, tone of voice

Communicated to parents verbally including potential request for payment for property
Recorded on Arbor using TPP language
Consider CMP for repetitive behaviours</td></tr>
<tr><td>Leaving Classroom without permission</td><td>Time out in class
Complete work during social time</td></tr>
<tr><td>Damaging Property</td><td>Loss of social time
Reflection Time
Restore and Repair if possible</td></tr>
<tr><td>Constant Disruption</td><td>Time out in another class until end of lesson.
Time with the SLT to support co-regulation
Phone call home</td></tr>
</table>

<table>
<tr><th colspan="3">LEVEL 3</th></tr>
<tr><th>Behaviour</th><th>Children's Consequence</th><th>Adult's response</th></tr>
<tr><td>Behaviours listed here are separate from those above as directed to an individual/bullying element</td><td rowspan="9">Time out with senior leader
Sincere apology
Restore and Repair if possible
Loss of social time
Phone call home
Parent meeting
Internal suspension
External suspension
Decision made regarding exclusion
Behaviour recorded on Arbor</td><td rowspan="9">CMP in place, unless this is an unprecedented behaviour.
SLT to decide consequences and follow up with parents
Time Out with Senior Leader
Restorative scripts and measures taken
Star analysis completed
Recorded on Arbor using TPP language
May want to consider involving outside agencies, EWMHS etc.</td></tr>
<tr><td>Swearing or Spitting directed at an individual</td></tr>
<tr><td>Biting directed at an individual</td></tr>
<tr><td>Bullying</td></tr>
<tr><td>Physical Violence towards an individual child</td></tr>
<tr><td>Hurting a member of staff</td></tr>
<tr><td>Stealing</td></tr>
<tr><td>Racism and Derogatory language: verbal or written</td></tr>
<tr><td colspan="3">Behaviours that are persistent and where remorse is not shown may lead to additional consequences.</td></tr>
<tr><td colspan="3">In line with the SEMH Intervention, Support and Provision plan (see appendix A), if behaviours are persistent and escalating within a week, referral to be made to SEND team. Staff to use SEMH assessment and identification pyramid in Inclusion files (see appendix B).</td></tr>
</table>

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 will become routine, easy, normal – even working in the most extreme circumstances.'

Paul Dix, 2017

- Children must not be sent to stand inside or outside the classroom.
- Other sanctions should not be invented.
- Whole class punishments are not condoned as this builds resentment in the children who behave appropriately and they are not to blame for the unacceptable behaviour of some individuals.
- No shouting, or shaming.

Each day is a fresh start!

Any concerns in regard to challenging or unsafe behaviours are recorded on Arbor for children who present with behaviours Level 2 and above and are taken into consideration when considering a CMP. In line with Safeguarding practices, teachers communicate with Leadership any concerning repeated behaviour or changes in behaviour. 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 does not have a disproportionate effect on pupils sharing particular protected characteristics.

Zero-Tolerance Behaviours

The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:

- verbal abuse to staff and others;
- verbal abuse to pupils;
- physical abuse to/attack on staff;
- physical abuse to/attack on pupils;
- any form of bullying (to the extent not covered above);
- indecent behaviour;
- damage to property;
- recording or taking images of pupils or staff without their express consent;
- theft;
- serious actual or threatened violence against another pupil or a member of staff;
- sexual abuse or assault;
- carrying an offensive weapon;
- arson;
- unacceptable behaviour which has previously been reported and for which academy sanctions and other interventions have not been successful in modifying the pupil's behaviour;
- malicious allegations against staff;
- racist, sexist, homophobic or other forms of discriminatory behaviour;
- possession of prohibited items (e.g. vapes, matches, lighters, mobile phones)

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.

SEND and Communicating Behaviours

The Trust will not assume that because a pupil has SEND, it must have affected their behaviour on a particular incident– this is a question of judgement for the school when presented with the facts of the situation.
Harlowbury Primary School will, as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures and reasonable adjustments include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory needs or who has severe eczema;
- training for staff in understanding neurodiversity, including conditions such as Autism.

Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other external professionals such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy

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 Headteacher of Academy or a senior leader in their absence. Incidents will be recorded online by Arbor. This will involve the 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, Plant Pots and Wellies and Fun Friends 'Talkabout' series. Provision may also include attending lunchtime clubs such as Construction Club, Jigsaw Club, Colouring Club to build friendships and relationships.

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. Once other behavioural strategies in the class have been attempted, unless the behaviours are 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 continuous, supervised education in an appropriate 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. 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 Harlowbury we make sure we are aware of our duties of care, and we 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 Headteacher.

Our partner for physical intervention training is Intelligensa LTD. who are BILD ACT Restraint Reduction Network (RRN) Certified Trainers.

The Intelligence LTD Schools Positive Handling Team work with Harlowbury staff to develop De-escalation skills, Positive Behaviour Support, Managing Challenging Behaviour and how to use Positive Handling techniques.

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 in Schools

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 details 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 Suspensions 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 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 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 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 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

Headteacher will contact parents to arrange the collection of the child should the exclusion take place in the middle of the school 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 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, disability, 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, carried out in person on-line or by 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 embedded in daily school life, through our curriculum; the active development of pupils' social, emotional and behavioural skills, and assemblies based on our school and British values. Pupils understand that they must always respect their peers, members of the public and staff. Any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, Harlowbury 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 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. 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. ensure that if a sanction is used, it will correlate to the seriousness of the incident
- consider whether exclusion is appropriate in light of the circumstances

The Trust believes that 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 School community, the member of staff should report this to a member of the school'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.

Parents

Parents play an important role in ensuring good behaviour from their children. Parents are expected to:

- support the academy in the application and enforcement of this policy;
- inform the academy of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the academy on time, appropriately dressed, fed, rested, and equipped;
- work with the academy in support of their child's learning,
- attend virtual or in person meetings at the academy with staff to discuss their child's behaviour [and adhere to any parenting contracts put in place];
- inform the academy in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);
- support their child in homework and other opportunities for home learning;
- attend Parents' Evenings and discussions about their child's progress, if reasonably possible; and
- in the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during academy hours without reasonable justification and, if invited, attend a reintegration interview at the academy with their child.

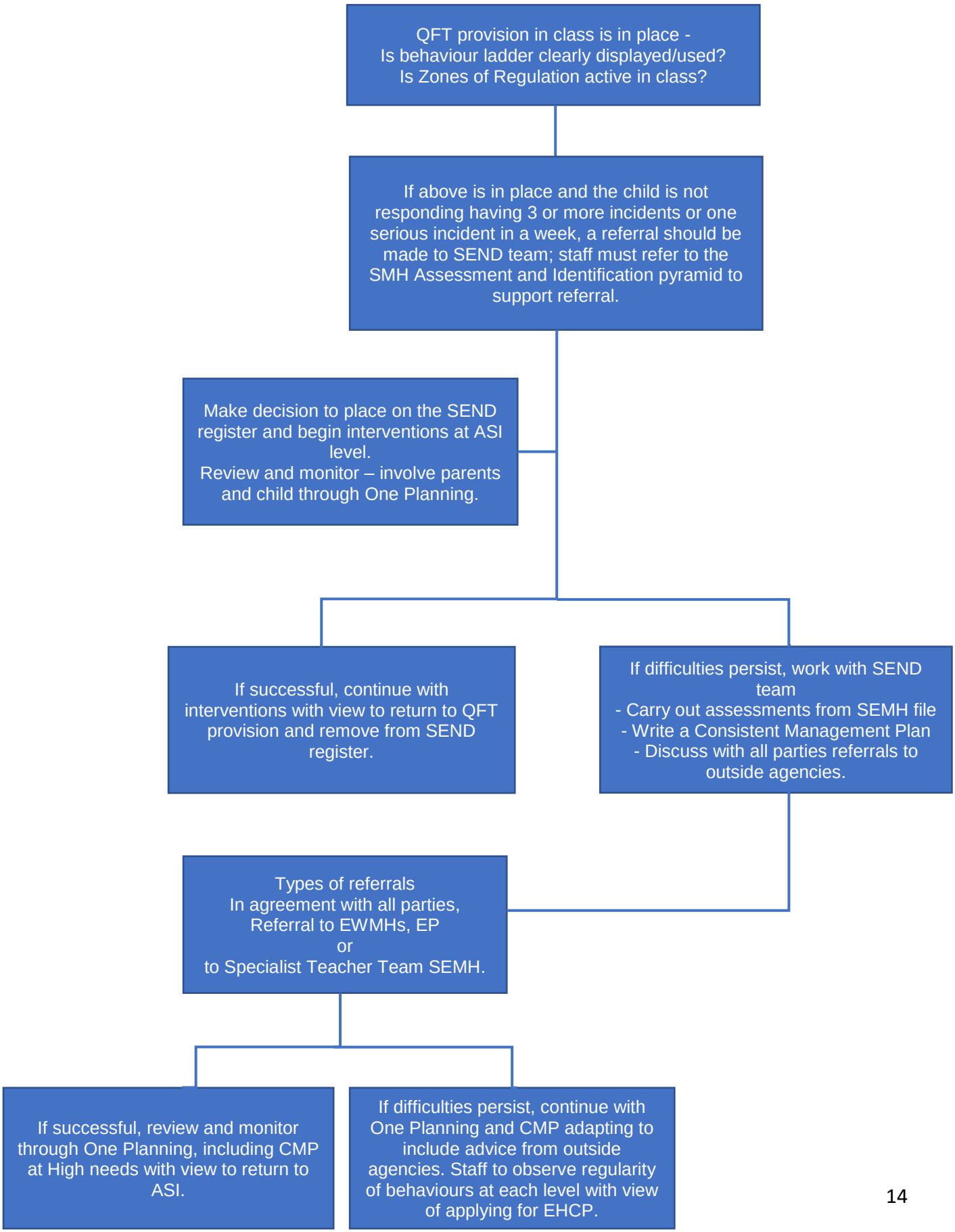
This policy was approved by the Trust in October 2026.

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.

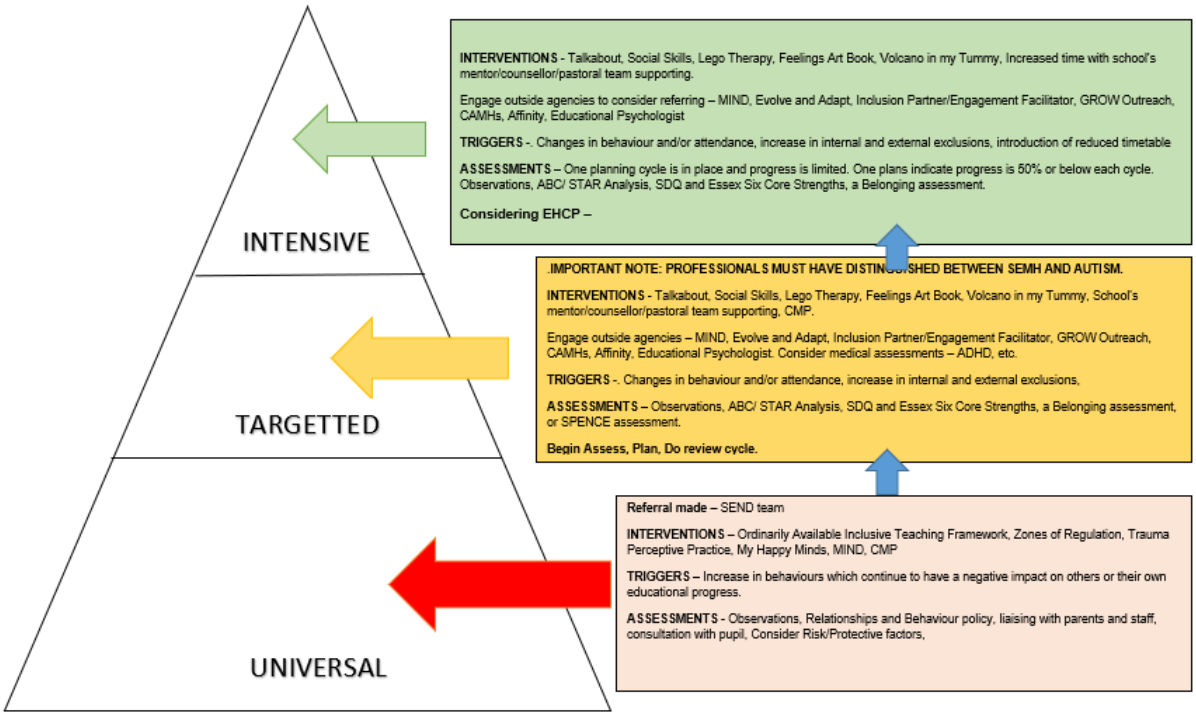
Appendix A

NET Academies' Approach to SEMH Intervention Support and Provision



Appendix B

Assessment and Intervention Pyramid for SEMH



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		