



Behaviour Policy

For Elmwood School

Last review date:		July 2026	
Next review date:		September 2027	
Statutory Policy:		Yes	
Date	Version	Reason for change	Source
01.07.2026	V6	Statutory Change (subject to Board approval)	J Newsome

To be read alongside all relevant Matrix Academy Trust policies and procedures including Child Safeguarding, Anti-Bullying, Online Safety, Use of Control and Reasonable Force, Attendance, ICT Acceptable Use, Complaints and Equality and Diversity

1. Purpose

- 1.1 The central principle of our behaviour policy is that we should all treat each other as we ourselves would wish to be treated. We actively encourage pupils to show good manners and respect for all, making sure our words and actions do not cause inconvenience or offence to anyone.
- 1.2 All academies in the Matrix Academy Trust aim to provide the highest quality education, maintaining a disciplined, caring environment in which **teachers can teach and pupils can learn**. Our behaviour policy rests on a set of shared values in each of our academies (see appendix A).
 - The right of all members of the Academy and wider community to be treated with dignity and respect
 - The right of all members of the Academy and wider community to work in a clean, well-resourced, and well-cared for physical environment
 - The right of all members of the Academy and wider community to be always safe and secure from any threat to their personal well-being
- 1.3 On admission to each of the academies, all parents/carers and pupils sign the “Home-Academy Agreement” which encompasses our shared values and agree to support the Academy in this regard. (see appendices).
- 1.4 In order to safeguard their own rights and the rights of others, it is necessary for all members of the Academy community to accept responsibility for their actions.
- 1.5 All members of the school and wider community are responsible for fostering a culture of belonging, care and dignity.

2. Standards for Behaviour

- 2.1 The Trust’s behaviour policy sets out and clarifies the responsibilities within our. All staff will receive training with regards to behaviour systems and policy. On induction (including mid-year admissions) and throughout their time at the Academy, pupils receive clear instruction with regard to expectations, positive behaviour and learning routines/modes.

The policy relates specifically to the following areas of academy life and pupil behaviour in the wider community:

- Respect for others through good manners, acceptance of differences, and the ability to work cooperatively with and alongside other pupils and staff and in the local community
- Respect for property, the Academy and the wider community, through care for the environment, personal possessions and Academy equipment
- Honesty and fairness in relationships with pupils and staff, and contributions to the community
- Pupils’ responsibility for their own learning, progress and behaviour
- Excellent attendance and punctuality
- Pride in appearance and personal hygiene
- Compliance with Academy in terms of uniform, appearance and expectations
- Good personal organisation

- Effort and commitment towards academic achievement, and constructive participation in all aspects of Academy life
- Effort and commitment towards the development of positive social and working

3. Expectations

3.1 To support the positive conduct of behaviour in and around the Academy we have set out some key expectations for pupils and staff. These are outlined in each academy's learning routines/modes (appendix A).

3.2 Classroom Expectations for Pupils:

- Arrive at Academy and at lessons on time
- We enter our lessons calmly ready to learn
- We listen and respond both appropriately and respectfully when an instruction is given
- We try our best at all times
- We are polite and considerate to all; we respect each other
- Sit where you are told to sit by the teacher or any other member of the Academy staff
- Wear full Academy uniform correctly in lessons and including on the way to and from the Academy
- Use ICT appropriately and responsibly
- Uphold the values of the Academy

3.3 Outside the Classroom Expectations for Pupils:

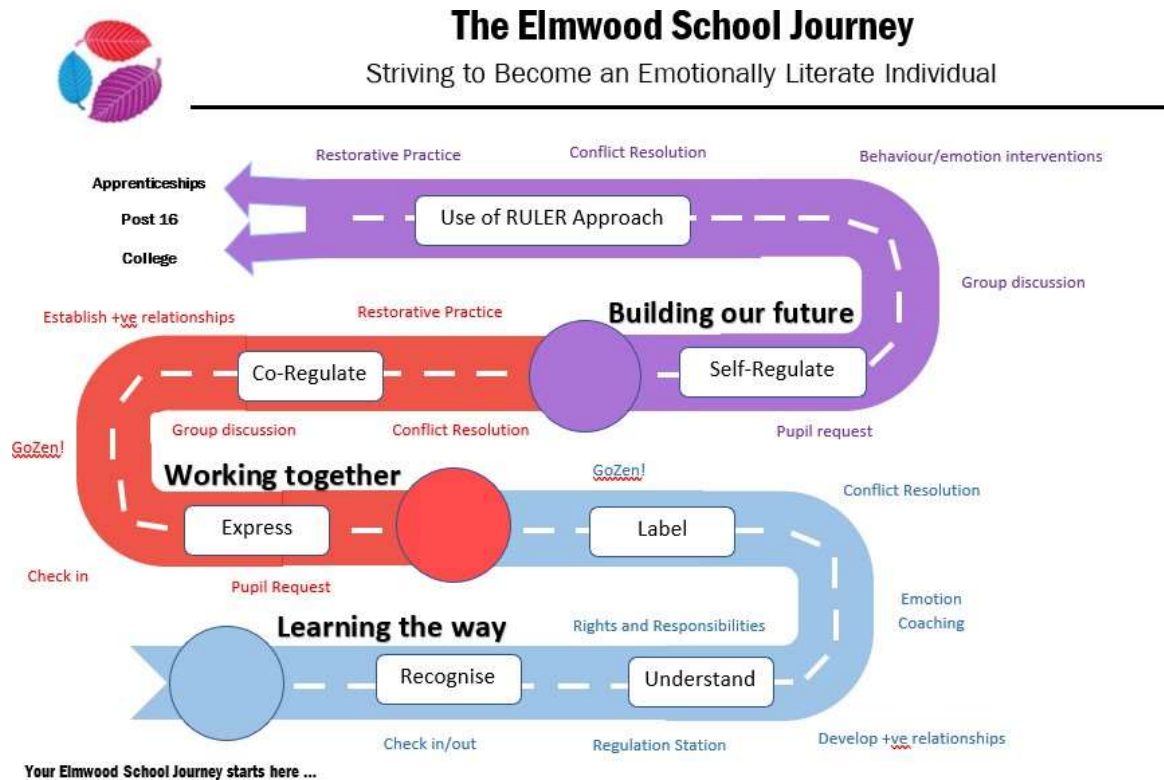
- We represent the Academy and behave accordingly in a way that reflects our schools' values
- Lead by example, being a good role model for younger pupils in the Academy
- We respect the Academy environment
- We move around the Academy with consideration for the safety of others
- We are polite and considerate to everyone
- We drink and eat only in designated areas

3.4 Staff have a responsibility to model appropriate behaviour and attitudes. They can support effective learning in the classroom in the following ways:

- Be positive; welcoming
- Expect the class to arrive on time and with correct equipment. Meet pupils outside the room and insist on an orderly line. Ask pupils to enter the classroom and sit down quickly and quietly
- Respond to behaviour incidents in a way that is consistent, proportionate and fair
- Be clear about being ready to learn i.e. seating organisation, planners and equipment on desks, coats on chairs
- Use restorative and trauma-informed practices
- Make reasonable adjustments where necessary
- Have a seating plan for every class. Teachers need to decide where pupils sit, to ensure maximum learning and minimum distraction
- Teachers should take the register as close to the start of the lesson as possible and insist on silence whilst this is done
- Teachers need to insist pupils work in a way that does not disturb others
- Expect pupils to participate by either using 'hands up/cold calling' but not shouting out.

- Pupils should stay in their seats unless the task they are working on requires movement
 - At the end of lessons, teachers should ensure pupils are following the expectations for the end of lesson routines
- 3.5 Staff in our academies should follow the behaviour referral flowchart for each school (see below) in order to seek further support should a pupil's behaviour not meet the expectations as outlined in the behaviour policy.

A Behaviour Journey Overview



At Elmwood School we recognise that, pupils may need support in their Emotional Intelligence and self-regulation. When pupils begin in year 7, they learn the way through a rights and responsibilities model and emotion check ins/outs. The RULER approach is a model developed by Harvard College and is a way of supporting pupils to self-regulate. When pupils join in year 7, the goal is to help them to Recognise, understand and label emotions. This is achieved through emotion coaching from staff and check ins and outs. In transition pupils learn to express through a group discussion model and then co-regulate. Into pathways the goal is for pupils to self-regulate and manage their emotions effectively.

4. A Restorative Approach

At Elmwood School we aim to achieve the highest standards of behaviour through our school's expectations of;

PM (positive mouth): the use of positive language to others and self.

SB (safe body): looking after one's body, be aware of not harming others and having good hygiene.

RP (respect property): maintaining the condition of ones, others and/or schools' Property.

SZ (stay in zone): being able to remain in an area of learning or play safely.

FI (follow instructions): being able to follow instructions first time of asking.

FT (finish task): completing each task that has been given within the lesson.

Through the use of our expectation's pupils reflect on these three times a day in a group discussion model (before break, before lunch and before end of day). Staff should remind pupils of their expectations throughout the day.

The aims of the group discussion model are as follows;

- Take and accept responsibility of one's own behaviours and actions
- Understand what triggered the misbehaviour
- Have feelings validated and understood
- Learn better ways to manage these emotions through appropriate behavioural responses in the future.
- Reward good behaviour with additional recreational opportunities.
- Enable closure of the incident to support resilience for the next stages of the day.

Steps to the blueprint of a high impact group discussion:

1. Individually ask each pupil if they have maintained their own behaviour expectations.
2. Ask for any challenges from staff or pupils. Go through all expectations before asking for challenges.
3. Any challenges must be justified. Reasons are needed to why a pupil lost an expectation.
4. The pupil has the option to agree or disagree with the challenge. They can state reasons why they do not feel like they broke the behaviour expectation.
5. If there is a dispute of behaviour expectations. Teachers can ask if others agree or disagree with the challenge.
6. Teacher makes final decision and justifies this decision.
7. Once all pupils have reflected on their own behaviour expectations, pupils who have maintained all expectations have additional recreation opportunities and

pupils who have broken them have an individual discussion with the class teacher or teaching assistant.

Steps to the blueprint of a high impact individual discussion.

The big questions:

1. What happened?
2. What were you thinking at the time?
3. How did this make you feel?
4. Who has this affected?
5. How have they been affected?
6. What should we do to put things right?
7. How can we do things differently in the future?

These questions are key to a positive and effective individual discussion within a restorative approach. The positive relationships that you form with the pupils depends on this approach being your default mode. This is not to say that the discussion should be robotic but staff should always aim to steer their questions back to the big 7.

Things to remember

The discussion isn't a time whereby pupil sit for minutes.

The discussion isn't a time whereby pupil catch up on work **without** first reflecting on their behaviours.

Nurture Approach

Within nurture base pupils are nurtured and supported in their emotional intelligence through staff use of emotion coaching and a check in/out approach.

The aims of this approach are as follows;

1. Increase emotional intelligence
2. Help pupils to label emotions
3. Help students to develop strategies to regulate
4. Support pupils to identify and express how they feel through emotion coaching Steps

to a check-in

- Firstly, provide the space to think (can use this time as a reminder to focus on taking a breath). With use of a mindful minute.
- Check in questions:

How are you feeling today? Why? How intense does that feel?

Provide suggestive strategies for the day.

- Check out question: How

have you felt today? Why?

- Not seen as a register. An opportunity for pupils to have a open space to say how they feel.

Behaviour strategies

The two Tantrums (downstairs and upstairs)

Pupils having an upstairs brain tantrum have the following characteristics;

1. Are in control of their actions
2. Have access to cognitive parts of the brain
3. Can communicate by using sentences or questions Tips

for pupils having an upstairs brain tantrum

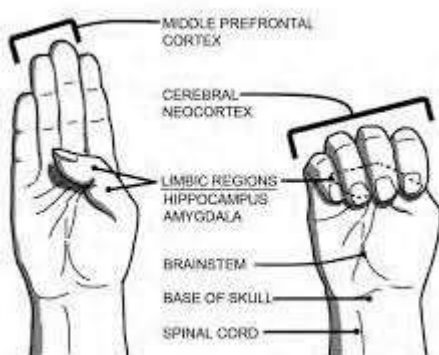
1. Give clear expectations in a calm and clear manner
2. Use empathy to help tame the emotions and show understanding
3. Try not to mirror the actions of the pupils as this can heighten the emotions and behaviours

Pupils having a downstairs brain tantrum are displaying a survival behaviour and have the following characteristics;

1. They are not in control of their actions
2. May use less or no speech to communicate
3. Are acting on survival mode

Survival behaviour

Let's reframe the term challenging behaviour to survival behaviour. Survival behaviour is when the child has flipped their lid and is now acting using the primitive and survival regions of the brain. Pupil's in survival mode has lost their ability to access the cognitive



regions of the brain and are acting out of control. Imagine the brain as a hand in which the fingers (cerebral neocortex) cover the thumb (limbic regions) and palm (brainstem) see figure 1. In this model we can see that when the child flips their lid, they no longer are using their cognitive region of the brain but instead acting on survival instincts.

Fight, flight and submit

Once in survival mode pupils can display behaviour which fits into the flight, fight or submit model. Below are strategies to use when pupils are in survival mode with the goal of getting the lid back on so they can access the cognitive region of their brain and in turn engage with a group discussion.

Fight mode strategies:

- Physical intervention to escort away from the person they want to fight
- Move with purpose to a low stimulus area
- Asking the pupil if they would like to receive their emotional warmth response. Flight

mode strategies:

- Move or show them to a designated safe place (understood as being their Pupil Request)
- Spend time with trusting adult
- Deep breathing (4x4 box method)

Submit mode strategies:

- Spend time with trusting adult
- Play i.e. with lego or games
- Deep breathing
- Do a visual task to help with communication

Use of language

Pupil request

Pupil request works on the premise that pupils

1. Recognise their triggers and become self-aware
2. Take ownership of their own emotions
3. Tame their emotions through use of a personalised pupil request
4. Return to class when they feel ready and in a positive learning mode Staff

can prompt use of the pupil requests when they see the triggers.

Staff should give pupils the opportunities to choose a wide variety of options for their pupil request. And remember that this should be personalised so that the pupil feel like they can use the strategies to calm. Staff should also move away from using the reflection rooms as an option as this can have associations of being supporting in a physical intervention.

Examples of pupil requests include;

- Going outside into the quad
- Going to community room
- Going to the gym
- Kicking a ball outside
- Going to the chicken hut and feeding the animals

- Talking to trusted adult
- Playing lego
- Drawing at desk
- Playing guitar

Show me safe

During times of distress pupils can display behaviours which are not safe and in turn can cause harm to themselves or others, damage to property or causing a criminal offence. Staff at Elmwood use the language of show me safe, this can be used before, during and after a physical intervention or circumstances where unsafe behaviour is being displayed.

Show me safe essentially means that we are asking pupils to show a safe body. If pupils can demonstrate that they have a safe body then staff would not need to intervene with a physical intervention but may use other self-soothing strategies instead. During physical interventions it is important that pupils can demonstrate a safe body rather than demonstrating that they are calm. When a pupil has demonstrated that they are safe, the staff team can modify or disengage from the physical intervention.

“We hold you because we care and not because we can” “I

care enough about you not to let you get out of control”

It is essential that staff release to calm and not hold to calm. What we

look for;

- Safe head
- Safe hands
- Safe feet

Pupils at Elmwood understand what show me safe means and understand that when they show safe behaviour/body then staff will give them the opportunity to self regulate without a physical intervention. This methodology is pre-taught at the start of every term and as part of any re-integration or integration timetable.

5 Rewards and sanctions

Elmwood schools' approach to rewards stems from the group discussion model whereby upon pupils maintaining their behaviour expectations they are rewarded with recreational opportunities. This occurs at three times within the day in which pupils can incur this additional opportunity before their break, lunch or end of day. During this time, it is pupils' choice what they would like to do. Examples of this reward could be; playing football with teacher, playing on the computer, playing card games, going to the community room to play pool or table tennis; going outside. This system aims to reward

and reinforce good behaviour and establish positive relationships between staff and pupils and with use of a restorative approach aims to discuss pupil's poor behaviour.

List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Achieving 7's in lesson
- MarvellousME or phone calls home to parents
- Special responsibilities/privileges i.e. register monitor
- Reward charts based on maintaining behaviour expectations
- Spending time with trusted adult

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Prompting a pupil to use pupil request
- Sending a pupil out of the class (but continued to be monitored)
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff

We may use the reflection room in response to serious or persistent breaches of this policy.

Pupils may be directed to the reflection room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Behaviour outside of school

There are times when a behaviour incident will occur outside of the school. The level of incident will determine the appropriate staff response. Most times staff response will occur through a restorative approach; a conversation with a mentor; or a solution focused approach.

Teachers may use consequences for:

misbehaviour when the pupil is:

- taking part in any school-organised or
- school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. Staff should then follow the list of consequences within this policy.

The school works in partnership with parents/carers to ensure that all relevant information is passed between both sides. The school will inform parents on in school actions and the school trusts that parents/carers update the school on any issues at home/outside of school.

Reparation and restorative process

Reparation/restoration: Pupils should be taught about the consequences of their actions and a key way of achieving this is teaching the pupil to “make things right” after a major behaviour incident. This can either be in terms of repairing physical damage or the emotional damage on others. Pupils should be taught to feel better when they have “made things right”. This process can happen in two distinct ways:

1. **Initial Restoration** for an incident: After the pupil has made their initial recovery from their crisis they will complete a process of “initial restoration”.
 - a. For any damage to property or disruption to the learning community. Pupils will be asked to put things back to how they were originally or fix items that are broken. If certain types of school or personal property cannot be fixed then in some circumstance’s pupils are sent home a bill to pay for a new item(<http://www.elmwood.walsall.sch.uk/wp-content/uploads/2013/03/Charging-Remissions-Policy-A.doc>) .In addition to this, pupils may have to complete community time whereby they tidy up some part of the Elmwood Learning Community.
 - b. For lower level behaviour the pupil may show they are calm and cooperative, after time to calm down and being informed of the consequences appropriate for the behaviour, for example by completing a piece of class work or understanding the behaviour expectation losses.

Apologies will not usually be suggested at this point- but may be accepted if the pupils sincere in their wish to do so. However, depending upon a pupil need (e.g. repeated events) it may be appropriate to delay acceptance of these apologies at this point to reinforce the seriousness of their behaviour. Where pupils refuse to apologise they should not be forced to do so but must find another way to ‘make it right’ or ‘rebuild relationships’ with any person they have behaved inappropriately to. Pupils also need to be prepared emotionally that their peers may also not accept their apology – peers will not be forced to accept these apologies.

2. **Full Incident Review & reflection session:** there will be times when a full reflection session will be required so that the pupil can effectively reflect and learn from a serious incident or multiple incidents of a similar nature. The reflective process is also another strategy to avoid/prevent a fixed term exclusion. The process has four parts; 1) time to calm 2) time to think 3) time to talk 4) time for task. During time to think it is vital that the pupils understand what they are required to think about and that they must maintain their behaviour expectations or risk restarting any of the parts again. The process aims to give the pupil a voice to express why they think they are behaving a certain way and aims to put strategies in place to learn better ways for the future. It is imperative that outcomes are fed back to the staff teams so they can effectively put the strategies in place. The length of time is aligned to their place within the school i.e. Nurture, Transition or Pathways.

Behaviour plans

All pupils have an individual behaviour plan (IBP) which is based upon an Emotion Coaching approach. Pupils are included within the discussion of the plan as so that they have an input and understanding of their own behaviour. All pupils have a pre-determined pupil request. A pupil request aims to support the regulation of the child and supports them to take ownership of their own behaviours. An example of this could be, going to the gym, going for a walk or doodling in the calm space. The IBP will be based around a stress mode of the child. These include, flight, fight, submit or freeze. Staff will need to identify the pupils stress mode and then plan for the strategies they will use to support the child when in this mode.

6. Isolations, Suspensions and Permanent Exclusions

- 6.1 Matrix Academy Trust follows the DfE guidance on suspensions and permanent exclusions:
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Statutory guidance for maintained schools, academies and pupil referral units in England July 2026](#)
- 6.2 The Headteacher alone has the right to suspend and permanently exclude a pupil. In the absence of the Headteacher, this responsibility will be undertaken by the Deputy Headteacher.
- 6.3 The Academy will endeavour to put support strategies in place to ensure that a pupil is not in danger of being permanently excluded.
- 6.4 Through consultation with teaching and support staff, the pastoral team will implement targeted intervention for pupils. This is to support pupils who may be identified as having specific behavioural difficulties and may include time receiving positive intervention.
- 6.5 Suspensions and Isolations are used:

- As a sanction for inappropriate behaviour
 - To remove a child from Academy to protect other children and or/staff
 - To ensure learning continues for other pupils
 - To reinforce the high standards of the Academy
 - To improve a pupil's behaviour
- 6.6 Suspension is a serious sanction and should have a salutary effect on other pupils as well as the offender. An alternative to suspension is isolation, where pupils are placed with a member of staff to complete their work for a period of time. Where appropriate, external agencies may be involved to support a pupil and pupils are expected to serve their full time in isolation successfully.
- 6.7 Suspension from the Academy is most effective when:
- Pupils are excluded to work at home (work will be provided)
 - Parents/Carers support the suspension with other sanctions at home, for example the withdrawal of privileges or grounding during the suspension period. Parents/Carers are also expected to ensure that their child is not in a public place during Academy hours as this may incur a referral to Police and/or a penalty notice from the Local Authority.
- 6.8 It is not always possible to follow a range of sanctions and in serious situation, albeit a first-time offence for a pupil, it may not be possible to avoid permanent exclusions.

7 Return from Suspension Meetings

- 7.1 When pupils return to the Academy following a fixed-term suspension, a return from suspension meeting will take place. In this meeting, the Head of House and a member of the Senior Leadership will represent the Trust Board and talk to the pupil and his/her parents/carers about the seriousness of the incident.
- 7.2 The pupil will be expected to give an undertaking that this behaviour will not be repeated and may be asked to sign a behaviour contract, which will be individually tailored to the pupil's needs (see appendices) Strategies and support to help the pupil improve will also be discussed and agreed, in order that the pupil has the opportunity to ensure that such behaviour will not reoccur. Following the return from suspension meeting the pupil will also have a meeting to discuss the reasons for the suspension and how the targets set will be achieved.

8 Permanent Exclusion

8.1 A permanent exclusion of a pupil may be considered:

- In response to a serious breach or persistent breaches of the Academy's behaviour policy; and
- Where allowing the pupils to remain in the Academy would seriously harm the education or

welfare of the pupils and/or others in Academy

- 8.2 The law does not allow for extending a suspension or ‘converting’ a suspension into a permanent exclusion, however in exceptional cases, usually where further evidence has come to light, for example where there has been further investigation of the pupil’s misconduct during the initial suspension and the headteacher has determined that the initial suspension was not an enough of a sufficient sanction, a further suspension may be issued to begin immediately after the first suspension ends. Or a permanent exclusion may be issued to begin immediately after the end of the suspension

9 Off Site Directions (OSD) and Managed Moves

- 9.1 Pupils who continue to experience behaviour issues, despite a range of interventions and pastoral support strategies may be directed another educational provider for a period of time to improve their behaviour. This is known as an off site direction.
- 9.2 An off site direction to another education provider may be considered if
- 9.2.1 A pupil who persistently fails to follow the Academy’s behaviour policy, despite intervention/support already outlined
- 9.2.2 A pupil is involved in a serious breach of the Academy rules and their actions have put the safety of staff and/or other pupils at risk
- 9.2.3 A pupil has incurred multiple fixed-term suspensions and/or isolations
- 9.2.4 A pupil who is at risk of permanent exclusion.
- 9.3 During the period of off-site direction the pupil might be in alternative provision on a part-time schedule with continued schooling or full-time for a limited period. The pupil will be dual-registered and the placement will be regularly reviewed.
- 9.4 If an unregistered provider is used pupils will be coded ‘B’ and Elmwood school will comply with statutory and non- statutory guidance
- 9.5 The Trust will nominate a member of the central school improvement team to review these
- 9.6 Parents/carers will be given two school says notice of an off-site direction
- 9.7 A managed move is a process that leads to a permanent transfer of a pupil to another school, as part of a behaviour management process.
- 9.8 Due to the **admissions arrangement for Elmwood Special School managed moves** are not utilized. Any change of placement needs to be done through the EHCP review process

10 Child on Child Abuse

10.1 The Academy wants to make sure that all pupils feel safe at Academy and accepted into our Academy community. All academies within our Trust are '**Listening Schools**' and we encourage pupils to inform staff of any concerns they have in relation to poor behaviour towards others. Child on child abuse of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated.

10.2 Child on child abuse 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 Academy practices a preventative strategy to reduce the occurrences of child-on-child abuse. It is made very clear to pupils what is expected of them in terms of respecting their peers, staff and members of the public, and any intentional breach of this will result in disciplinary action.

10.3 This section should be read in conjunction with the Trust's anti-bullying policy

10.4 If an allegation of child-on-child abuse does occur, the Academy will:

10.4.1 take it seriously

10.4.2 act as quickly as possible to establish the facts

10.4.3 record and report the incident; depending on how serious the case is, it may be reported to the Headteacher

10.4.4 provide support and reassurance to the victim

10.4.5 make it clear to the 'bully' 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 child, either physically or emotionally, redress their actions, and the Academy will make sure that they understand what they have done and the impact of their actions

10.4.6 ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used

10.4.7 consider an internal or fixed term suspension in cases of repeated child on child abuse or a serious incident of child-on-child abuse.

10.5 All staff are aware of their safeguarding responsibilities as set out in the Trust's Safeguarding Policy and 'Keeping Children Safe in Education' 2026.

11 Separation of pupils for safeguarding purposes

11.1 In certain circumstances, a school can temporarily forbid a pupil from attending its premises, for example, due to an allegation of harm by one pupil against another which might require physically separating a pupil from one or other pupils. In this scenario, the local authority must arrange education for the pupil if the school itself or the pupil's parent does not do so. This is not an exclusion on disciplinary grounds.

12 Allegations about a Member of Staff

12.1 Any allegation that a pupil may make about a member of staff is considered most serious and the investigation into such situations would be conducted by Leadership. If through investigation, it is found that a pupil has made a malicious allegation about his/her teacher the following action will be taken:

- 12.1.1 A fixed-term suspension for the pupil will be imposed.
- 12.1.2 The pupil may be removed from the teacher's lessons to work with another member of staff. This decision will be made with the member of staff concerned.
- 12.1.3 Staff will be reminded of procedures to keep themselves safe and not be alone in the company of or have conversations with the pupil on their own.
- 12.1.4 If the pupil makes a second malicious allegation against a member of staff, permanent exclusion will be considered.

13 Power to search without consent

13.1 Matrix Academy Trust schools use the following document for advice: 'Searching, Screening and Confiscation, July 2022' by the Department for Education:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

13.2 Legislation allows Headteachers and staff they authorise to search pupils without consent if it is believed that a pupil has brought into Academy any prohibited item(s).

13.1 Any searches of pupils for prohibited items will be recorded.

13.2 Prohibited items that will be subject to confiscation could include such things as:

- 13.2.1 Knives and weapons;
- 13.2.2 Alcohol;
- 13.2.3 Illegal drugs;
- 13.2.4 Stolen items;
- 13.2.5 Any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- 13.2.6 An article specified in regulations i.e. tobacco and cigarette papers; fireworks and pornographic images
- 13.2.7 E-cigarettes and Vape pens
- 13.2.8 Energy drinks
- 13.2.9 Stolen items.
- 13.2.10 Mobile phones and other electronic devices (see section 17 below).

The list is not exhaustive

13.3 Prohibited items that are subject to an age restricted ban (e.g. vapes/nicotine inhaling products; high caffeine energy drinks; alcohol etc) and are not suitable for police collection will be destroyed.

- 13.4 Where a pupil is experiencing an adverse reaction and staff have concerns about the substance contained in an item, it may be retained and sent for testing.
- 13.5 Academies have a **zero tolerance** to any dangerous items brought onto school site. Items that threaten the safety or well-being of any member of the Academy or wider community will be confiscated and the police may be involved. The permanent exclusion of a pupil will be considered.
- 13.6 It **MUST** be noted that any pupil bringing **illegal drugs, knives or weapons onto school site will be permanently excluded**. The Academy will automatically contact the Police in any drugs related incident.
- 13.7 A referral will be made to children's services if a child is suspected of taking any drugs. Parents/Carers will be contacted on the same day in any drugs related incident where practicable and safeguarding procedures will be invoked in drug related incidents where a child is at risk.
- 13.8 Our ability to discipline pupils and maintain an orderly and safe environment in Academy can on occasion rely on the confiscation of items from pupils. Any item that is confiscated (see above for Prohibited Items) is placed in the Academy safe. Parents/carers are contacted about such item(s) and depending on the circumstances of the confiscation, an arrangement is made for the pupils to either take the item home at the end of the Academy day, or for parents to collect the item(s) from Academy reception.
- 13.9 If a confiscated item is not collected within 4 weeks, the item(s) may be disposed of. **Any prohibited items that are confiscated may be disposed of at the Academy's discretion.**
- 13.10 The Headteacher and Designated Safeguarding Lead will be informed if there are reasonable grounds to suspect possession of a prohibited item.
- 13.11 If a pupil refuses to co-operate with a search, the Headteacher or authorised staff member will decide the appropriate course of action (e.g. whether the police should be contacted).
- 13.12 Please note that medicines which are prescribed by Doctors for illness are to be handed into reception if they are brought into Academy and a form completed by parents/carers. Thus, no child should carry any drugs on their person in Academy.
- 13.13 Mobile phones that have been confiscated will be searched in order to ensure that there is no inappropriate material on there that might compromise the reputation of the Academy or well-being of a pupil.
- 13.14 Where cyberbullying is suspected to involve the sharing of explicit, indecent, or intimate images of children, staff must not view, copy, or distribute the image. Schools will contact the police to be advised of next steps.
- 13.15 Matrix Academy Trust recognises and supports the right of pupils to wear **mandatory** articles of their faith, subject to reasonable safety parameters. For example:
- Pupils may wear headscarves that are plain black and securely tied
 - Pupils may wear a kirpan as an article of their Sikh faith. The kirpan must be worn discreetly under clothing, secured so it cannot be exposed or unsheathed. The blade of the kirpan must be between 3cm and 5cm (approximately 1.2 to 2 inches) in length
 - Schools will make the final decision as to whether these articles of faith met the necessary safety parameters outlined above

13. Use of restrictive interventions (including reasonable force and seclusion)

13.1 Academies' policy is based on the Department for Education (DfE) [guidance on restrictive interventions, including the use of reasonable force, in schools](#).

13.2 Please refer to the Matrix Academy Trust policy on this.

14 Mobile Devices

14.1 We inform parents and carers that Matrix Academy Trust Schools are **NO MOBILE PHONE SITES** for Years 7-11. This also includes any other mobile or electronic devices such as tablets, smart watches/glasses and digital cameras. If a pupil's phone is seen or heard, before, during or after the Academy day, it will be confiscated immediately and will be stored in the Academy safe. Our procedures, should a pupil bring their mobile phone into Academy, are clearly outlined in our letter to parents which can be accessed on the Academy website. (see appendices) Please also refer to our Mobile Phone Procedure flow chart (see appendices).

14.2 This prohibition stance ensures that mobile phones and other smart technology with similar functionality to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) are not used throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime.

14.2.1 Mobile Phones, or any other mobile devices with integrated cameras, could lead to a Safeguarding/Child Protection incident, child on child abuse and data protection issues with regard to inappropriate capture or distribution of images of pupils or staff.

14.2.2 Mobile phone use can render pupils or staff subject to cyber child on child abuse.

14.2.3 Internet access on mobile devices using cellular data cannot be filtered by the Academy.

14.2.4 They can undermine classroom discipline.

14.3 The exception to this will be where mobile phone use allows pupils to manage their medical condition effectively (for example pupils with diabetes might use continuous glucose monitoring with a sensor linked to their mobile phone to monitor blood sugar level) .

14.4 This is in line with 2026 DfE guidance on the [Use of Mobile Phones in Schools](#)

15 Social Media

15.1 The use of social media has become increasingly popular however, its use should be age appropriate and safe for all.

15.2 As such the Elmwood School ask that pupils

- Not join any social networking sites if they are below the permitted age (13 for most sites including Facebook and Instagram)
- Tell their parents if they are using the sites, and when they are online
- Be aware how to report abuse and inappropriate content
- Not access social media on school devices, or on their own devices while they're at school
- Not make inappropriate comments (including in private messages) about the school, teachers or other pupils

- Must not set up fake social media accounts on staff or any other pupils at the school

16 Roles and Responsibilities

- 16.1 Creating a safe environment is essential for effective learning and ensures that all pupil's rights to a positive experience are met. Expectations of appropriate pupil behaviour must be made explicit. This requires a 'whole' school approach in which all members of the school communities share the responsibility for maintaining a safe and disciplined environment.
- 16.2 Headteachers will:
 - Disseminate the policy to the whole school community via a link on the school website.
 - Implement the policy effectively.
 - Train staff
 - Ensure that all new staff are inducted clearly into the school's behaviour culture
 - Ensure that the school leadership team is highly visible to all children
 - Monitor, review and evaluate the effectiveness of the policy.
 - Report to the Progress review panel and Trustees Parent Advisory Forum on request.
 - Liaise with the Local Authority and Matrix Trust to ensure that best practice is shared effectively.
- 16.3 Members of the Parent Advisory Forum will:
 - Support the Headteachers.
 - Help to build positive and supportive relationships with parents/carers through mutual understanding and trust.
 - Liaise with the Local Authority to ensure that the best advice is available and that the school policy is in line with both National and Local guidelines.
- 16.4 Staff will:
 - Maintain a calm and safe environment for all pupils both in their own classrooms and around the Academy.
 - Take a proactive approach to managing behaviour.
 - Model expected behaviours and develop positive relationships with pupils.
 - Adhere to the Academy's behaviour policy and escalate as appropriate.
 - Take all reports of bullying seriously and respond to each incident accordingly.
 - Inform the Head of House SLT of any concerns/incidents and any actions taken.
 - Comply with the Academy's recording systems.
- 16.5 Pupils will:
 - Take responsibility for their own behaviour and actions and treat one another with mutual respect and kindness.
 - Follow Academy rules and expectations as outlined in the Behaviour Policy
 - Report any incidents of poor behaviour to their Head of House / Form Tutor / Prefects / Parent / Carer.
 - Report any incidents that have occurred over social media sites.
 - Co-operate with any investigations.
 - Pupils must recognise that being a "bystander" is not acceptable, and understand that our academies are 'Telling Schools'.

- 16.6 Parents/Carers will:
- Support the behaviour policy.
 - Work in partnership with the school to encourage good behaviour.
 - Maintain positive communication with the school and inform the school of concerns raised by their child.
 - Support key messages being given to their child and where appropriate attend meetings and contribute in a positive way.
 - Monitor their child's use of social media regularly if their child uses social media.

17. Professional development/training

Our staff are provided with training on managing behaviour, including proper use of restraint through Team Teach Training, as part of their induction process. As a minimum, all staff complete a 12-hour intermediate team teach course plus advanced team teach modules of ground restraints and sharp objects/batons. Staff are refreshed in this training every 12 months as part of CPD. In addition to this staff also receive Emergency First Aid at Work training every 3 years. Staff are supported by the head teacher in the use of physical interventions within the school as far as they adhere to the law around reasonable force and principles of team teach.

Behaviour management will also form part of continuing professional development. Our staff have been trained in the theoretical model of emotion coaching. Emotion coaching is primarily used within the school to help teach pupils about emotions in the moment and coach ways to cope with these emotions when they come about. It is an approach based on providing empathy through an empathise and guide approach. Empathy is key in this approach to ensure that pupils feelings are validated and that they are listened to.

Each year staff are required to attend the SEMH west midlands conference whereby they are updated on approaches within the realm of SEMH. In addition to this, staff have the option to attend teach meet style events throughout the year whereby other staff lead upon sharing practice within the school

Appendix A

Home-School Agreement

School:

We aim to provide a happy and safe environment in which all the children and staff are encouraged to develop to their full potential. To aid this we will:

- Provide a broad, balanced and well-taught curriculum to meet the needs of your child.
- Encourage your child to be polite, kind and considerate to others at all times.
- Set, mark and monitor appropriate homework based on our Homework Policy.
- Keep you informed about your child's progress and any concerns that affect your child's work or behaviour.
- Provide a progress report on your child.
- Be welcoming to parents/carers and offer you opportunities to become involved in school life.
- Let you know about school activities through regular communications.
- Use Rewards and Sanctions in order to maintain a caring and supportive environment and to commend high standards and achievements.

Signed (Headteacher) _____

Parental/Carer Agreement:

As a part of the partnership with the school I/we will:

- Ensure my child does not bring their mobile phone into school.
- Ensure that my child wears correct uniform and brings the required equipment for school.
- Ensure that my child attends school regularly and on time.
- Let the school know the reasons for any absence.
- Not take holidays during term time.
- Ensure my child uses social media appropriately
- See that my child completes any homework that is set, on time and sign the pupil planner every week.
- Inform the school about any concerns or problems that might affect my child's work or behaviour.
- Attend Progress and any other meetings to discuss my child's progress and welfare.
- Communicate appropriately with school and avoid behaviour that undermines the reputation of the school.
- Encourage my child to follow the school's Reward Scheme and Code of Behaviour and support its policies.
- Ensure that my child adheres to the school's online learning policy and code of conduct.

Signed (Parent/Carer) _____

Pupil Agreement:

Please read and discuss the below statement with your child. I agree to help my parents and the school. I will:

- Show respect for self, property and others.
- Attend regularly and on time.
- Wear uniform correctly, bring equipment and a school bag.
- Follow the school's Reward Scheme and Code of Behaviour.
- Complete homework that is set for me and hand it in on time.
- Uphold the reputation of the school when in my uniform.
- Be sensitive to others in and around school.
- Complete work to the best of my ability.
- Never bring a mobile phone into school.
- Use social media correctly including not making inappropriate comments the school, teachers or other pupils or set up fake social media accounts
- Never bring illegal drugs/items that may cause harm/threat to others into school.
- Follow the school's expectations when completing online learning and follow the code of conduct.

Signed (Pupil) _____

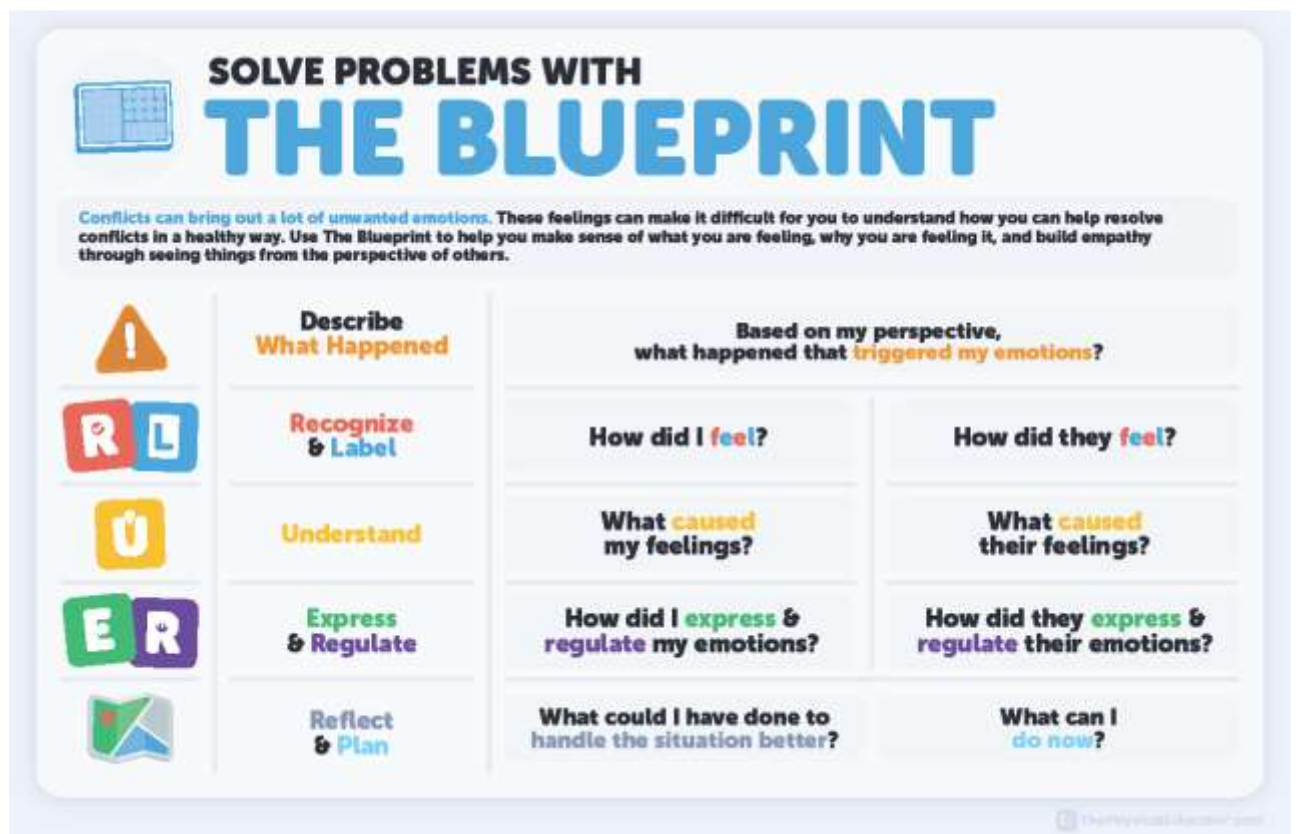
Appendix B FFA – conflict resolution blueprint

FFA approach or the Blueprint

Fact- state the fact

Feeling – how did you feel

Ask -how will you ask them to change



**SOLVE PROBLEMS WITH
THE BLUEPRINT**

Conflicts can bring out a lot of unwanted emotions. These feelings can make it difficult for you to understand how you can help resolve conflicts in a healthy way. Use The Blueprint to help you make sense of what you are feeling, why you are feeling it, and build empathy through seeing things from the perspective of others.

Describe What Happened		Based on my perspective, what happened that triggered my emotions?	
 	Recognize & Label	How did I feel?	How did they feel?
	Understand	What caused my feelings?	What caused their feelings?
	Express & Regulate	How did I express & regulate my emotions?	How did they express & regulate their emotions?
	Reflect & Plan	What could I have done to handle the situation better?	What can I do now?

The Blueprint is a trademark of the FFA Foundation.