

Relationships Policy
Promoting Positive Behaviors

Frequency of Review:	Annually
Date of Approval:	January 2025
Date of Next Review:	January 2027
Adopted by the Board of Empower Trust	

Date of Review:	January 2026	Amendments made.
Date of Review:	February 2026	Bullying information added
Date of Review:		

Contents

[Policy Statement, Culture and Aims](#)

[Consistency of Approach](#)

[Role and Responsibilities](#)

[Learner Expectations](#)

[Establishing Good Relationships](#)

[Recognitions and Rewards](#)

[Graduated Response](#)

[Holistic Pastoral Support](#)

[De-escalation](#)

[Removal from class](#)

[Triage and Leadership Support – Serious Concerns](#)

[Positive Behaviour Support Plan](#)

[Behaviour Matrix](#)

[Restrictive Physical Intervention](#)

[Suspension and Exclusion](#)

[Recording Behaviours](#)

[Statutory Guidance and Legislation](#)

[Bullying](#)

POLICY STATEMENT, CULTURE AND AIMS

At Empower Trust, we approach **behaviour** with **empathy and understanding**, recognising that everyone has unique experiences and needs. We take the time to get to know each member of our school community, learning about their interests, backgrounds, and the context in which they are growing up. This includes considering their experiences at school, within their families, and in their wider communities. By understanding these factors, we are better equipped to support and guide our students, ensuring that their behaviour is addressed in a compassionate, thoughtful way that fosters growth and positive outcomes.

Our culture is built on the following principles and core beliefs:

- Every child can flourish.
- Positive relationships are fundamental to positive behaviour.
- We maintain high expectations for all to 'Be Ready, Be Respectful, Be Safe however some children may need additional support and reasonable adjustments to meet expectations.
- Through quality first teaching and holistic pastoral support we can remove barriers to learning (graduated response).
- Behaviour is a form of communication and can be an indication of a child in distress.
- Creating a safe and nurturing environment supports resilience and prevents triggers.
- Positive reinforcement is more likely to change behaviour than sanctions.
- Adult behaviours affect children's responses and behaviours.
- Everyone thrives when they have a sense of safety and belonging.

All schools have a **behaviour curriculum** to ensure that children are taught the behaviour systems, rules and routines. This will be revisited as and when needed.

This policy will form part of the induction procedures for staff members. It will be renewed annually and there will be a recorded training session that supports the annual renewal. There will be refresher training at staff meetings when needed. The Strategic Lead for Inclusion will support schools by delivering additional training if needed.

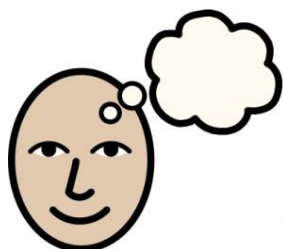
All our schools have copies of the following books available and these should be referred to for further guidance and support.

When The Adults Change, Everything Changes – Paul Dix

Restorative Practice – Mark Finnis

CONSISTENCY OF APPROACH

Our schools follow three agreed rules that must be delivered with consistency:



Ready



Respectful



Safe

- **Consistent** language and consistent response: the language we use creates the reality we experience.
- **Consistent** follow up: ensuring “certainty” at the classroom and Senior management level. Never passing problems up the line, teachers taking responsibility for interventions, seeking support but never delegating.
- **Consistent** positive reinforcement: routine procedures for reinforcing, encouraging, and celebrating.
- **Consistent** interventions: defined, agreed, and applied at the classroom level as well as established structures for more serious concerns.
- **Consistent** expectations: referencing and promoting what is expected.
- **Consistent** respect from adults: even in the face of behaviour that adults perceive as disrespectful from the children.
- **Consistent** models of emotional control: emotional restraint that is modelled and not just taught, teachers as role models for learning.
- **Consistently** reinforced rituals and routines for behaviour around the school: in classrooms, and at the school reception.

“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority.” Paul Dix

Role and Responsibilities

We recognise the importance of adults modelling the expectations and principles that we expect of our children.

All **adults** will:



Be Ready (Plan, Personalise, Engage)

- Meet and greet children on arrival. This does not need to be a hug or a high five at the door. Just a good morning, a smile, a check in.
- Know the learner's interests, needs and associated behaviours. Know what their time at home may have been like and the impact that this could have on their day.
- Plan/support lessons that engage, challenge, and promote independence.
- Personalise learning by making reasonable adjustments where required to meet need.
- Careful management of the environment.
- Understand behaviours associated with trauma and any SEMH needs.

Be Respectful (Consistent, Calm, Listen)

- Model values and build excellent relationships.
- Listen and give learners a chance to communicate.
- Encourage and praise positive behaviours.
- Understand the behaviour as a communication tool, not a true reflection of the person behind it.
- Remain mindful of the unique challenge each learner experiences.
- Be calm and give take up time.
- Collaborate with families and professionals.

Be Safe (Pre-empt, Prevent, Redirect, Support)

- Refer to and reinforce 'Ready, Respectful and Safe' and explicitly link to the behaviours we expect to see.
- Observe individual/class behaviours, modifying the environment and make reasonable adjustments to minimise disruption.
- Prevent and de-escalate before applying sanctions.
- Be aware of and report behaviours that may have safeguarding implications or cause concerns.
- Never ignore or walk past learners who are making poor/unsafe choices.

- Follow up every time, retain ownership and engage in reflective/restorative dialogue.
- Follow the procedures for CPOMS reporting.

“The culture is set by the way the adults behave. If teachers do not agree on the most basic expectations and keep them secret from the students (or tell them all 500 expectations in the dreaded 'first lesson of term' tyranny), what hope is there for consistent standards?” Paul Dix

Leaders are not expected to deal with behaviour referrals in isolation; the aim is to empower class teams and create a culture where there is respect for their authority. Leaders are to stand **alongside** colleagues to support, guide, model and show unified consistency to our learners.

They will:

- Always model the values of the school.
- Meet and greet learners at the beginning of the day.
- Be a visible presence.
- Support staff with complex situations.
- Regularly share good practice.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Ensure all staff understand the school’s culture, policy and expectations.
- Support staff in understanding and meeting the range of needs through training and engagement with relevant experts (support the graduated response).
- Regularly review provisions to ensure it meets learners’ needs.
- Ensure a whole school approach and consistency across campuses.
- Use behaviour data to target and assess school wide behaviour policy and practice.

Learner Expectations

Expectations of learners remain consistent, whether **in class, in corridors or offsite** to create a culture of positive behaviour. Our behaviour curriculum is rooted in three fundamental expectations for learners to ‘Be Ready, Be Respectful, Be Safe.

Children will be explicitly taught what being ready, respectful and safe looks like and what the school and class expectations are. Daily routines and consistent adult modelling will reinforce this curriculum.

Establishing Good Relationships

At Empower Trust, we recognise that positive relationships are crucial in promoting good behaviour and preventing challenges from arising. A strong relationship acts as a preventative measure and provides a cushion when difficulties do occur. We understand that relationships are developed through both verbal and non-verbal communication, as well as through consistent messages conveyed about values and expectations.

The specific actions we are taking to develop inclusion and foster good relationships can be summarised as follows:

- Greeting by name and taking time to get to know every learner.
- Offering comfort to students in times of distress to show empathy and support.
- Recognising and highlighting the positive qualities and strengths of every child, fostering a sense of self-worth.
- Providing regular, specific, genuine, and brief positive feedback to reinforce good behaviour and progress.
- Demonstrating belief, trust, and support in each child's ability to meet high expectations.
- Avoiding discussions of a learner's difficulties or behaviour in front of them, unless it's part of a structured intervention.
- Not discussing our own difficulties in front of learners, maintaining professionalism and focus.
- Accepting the person but not their behaviour, ensuring that students feel valued as individuals while addressing their actions.
- Modelling and focusing on what should be done, rather than emphasising what should not be done.
- Not labelling children with negative terms like "naughty," "difficult," or "challenging," as this can shape their self-perception and behaviour.
- Offering choices that give students some control over their actions, promoting self-efficacy and responsibility.
- Ensuring experiences that guarantee success, even if small, build confidence and a sense of achievement.
- Maintaining fairness by ensuring every student has a turn and equal opportunity to participate.
- Framing behaviour in terms of equity rights, such as stating, "You are not allowed to hurt another student, and other students are not allowed to hurt you," reinforcing mutual respect.
- Trusting learners by giving them responsibility, which helps develop their autonomy and accountability.
- Never making unfavourable comparisons or put-downs about children, promoting a positive

and supportive environment.

- Avoiding self-fulfilling prophecies, ensuring that we do not limit a learner's potential based on preconceived notions or past behaviour.
- Doing everything possible to avoid sanctions related to removal or exclusion, seeking restorative approaches that help children learn from their mistakes.
- Welcoming children back with warmth if they have been absent, ensuring they feel reconnected to the school community.
- Speaking positively about children to others, reinforcing their strengths and capabilities.

These actions are integral to creating a nurturing, respectful, and inclusive environment, where every learner feels valued, supported, and empowered to succeed.

As an adult, remember that it is important to recognise if you need a change of face with another adult to manage a situation.

It is important that as adults we:

Do	Don't
Take a moment for yourself- sometimes adults need take up time	Issue an intervention/consequence when upset or angry- it will not encourage proportionately
Approach with empathy and consider needs, context and circumstance	Publicly name or shame learners who are not complying - it will only escalate a situation.
Be fair and proportionate in your response	Issue interventions and consequences which are not in line with the policy or seek to remove learning/enrichment opportunities. This will only be issued if the child poses a risk and in consultation with SLT.

Recognitions and Rewards

We prioritise recognition over rewards, as it is more meaningful for the learner and provides an intrinsic motivator which is far more successful than material rewards systems. We recognise learners (and staff) who **go 'over and above' our standards core values**.

Our staff understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships. A quiet word of personal praise can be as effective as public recognition.

Children are encouraged to show initiative by playing an active role in modelling our values rather than passive compliance e.g., learners make real effort to help others, which is more than simply being polite. Our approach is also to work towards being '**peer led**' rather than adult led, where children recognise one another for demonstrating the core values.

We focus on the recognition of effort and positive characteristics in a range of ways which is linked to our values and behaviour expectations.

Focus	Praise Method	Approach
Going Over and Above to Be Ready, Be Respectful, be Safe (Individual recognition)	Certificates in assembly	Individual achievements recognised and celebrated by issuing certificates during assemblies. Class teams/peers can nominate based on effort shown during learning and going over and above to Be Ready, Respectful and Safe.
Effort	Positive Postcard, Phone call home, text	Efforts and positive behaviours can also be recognised through phone calls/text home or by issuing a postcard. The general expectation is one post card or call/text issued by an adult each week to ensure manageability. Class teams will decide how these are handed out dependent on the learner. Any member of staff can call the parent/carer to celebrate success at any time, especially when improvement over time has been recognised. Visitors can issue post cards if they recognise 'over and above' behaviour.
Specific positive attitude or behaviour	Recognition Board	In classrooms, teams will create recognition boards with a focus on a particular learning attitude specific to that class which can be weekly/daily dependent on context. Children who demonstrate the positive attitude will have their name/picture displayed on the board (it will not be removed for negative behaviour).

Restorative Conversations

Chapter 3 of *Restorative Practice* by Mark Finnis will provide extensive support in this area.

The 3 areas that we need to cover are:

- Behaviours – what happened?
- Thoughts – what are your thoughts about what happened?
- Feelings – what are your feelings about what happened?

Questions stems to support these are on pages 80-84 in the text.

Further possible question stems could be:

I would be feeling if

Do you remember when I wonder what might be making things tricky today.

I'm sorry you think/feel... No wonder you're angry..... How can I help you?

I know you are upset...I would be too.....How can I help you?

I understand that I

wonder what.?

Graduated Response



Holistic Pastoral Support

Pastoral leaders ensure access to a wide range of holistic in-house support, some of which is delivered by external partners:

- Range of clubs, trips and enrichment
- Family Support
- Worry dolls/boxes promoting the sharing of feelings
- Sports coaching and pupil leadership opportunities
- ELKLAN and communication support – Workforce upskilled and supported by SALT TAs and ELKLAN champions
- Displays and assemblies promoting wellbeing and support
- Transition support
- Solution Circle

- ELSA

Therapies:

- Low level support through wellbeing practitioners
- Support via Mental Health Support Team
- Support via Mental Health First Aiders
- Educational Psychology
- Speech and Language Therapy
- Play Therapy

De-Escalation

The key to successful de-escalation is a person-centred approach, that aims to understand and meet the needs of individuals before difficulties arise, to recognising an individual's early behavioural signs (physical, emotional, communicative).

Possible Strategies

Always remember that knowing the child is key – a strategy that supports de-escalation in one child, may be a trigger for another.

Even at the most heightened states of arousal there are still non-restrictive strategies that may work, for example:

- Praise
- Structuring
- Active Listening
- Relating
- Redirection Diversion
- Directing
- Teaching
- Humour
- Affection/Praise
- Appeal
- Prompting/Signalling
- Proximity/Touch
- Boundary setting
- Remove Audience
- Reflection Time
- Leave it option
- Stimulus change
- Interrupt chain
- Silence
- Distraction

Regulation in a Calm Space

Engaging with learning is always the primary aim. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Time to regulate emotions (due to sensory/other needs rather than disciplinary action) may be required. This should be accommodated **within the classroom** wherever possible. Some circumstances may warrant regulation time outside of the class and usually be part of a planned response. **This should only be a short time away from the classroom with a member of their class team in a quiet/calm space which will vary from site to site** e.g. a separate classroom/intervention space, sensory room or outdoor space. It is time to provide support for the learner by helping them to regulate and reset e.g. movement break, walk and talk, zones of regulation etc.

The length of time should be based on circumstance/needs but communicated to the team and child (using a sand timer if needed). This will be for the shortest time possible and not exceed 10mins. This should not be a regular occurrence throughout the day, if a pattern begins to emerge it must be escalated to SLT for triage and leadership support. This will ensure a collaborative approach considering support and strategies to put in place.

Removal from Class

Removal from class is considered a serious consequence and will **only be used in extreme circumstances to maintain the safety of all learners and to restore stability**. This will provide time for regulation and reflection with a member of staff (preferably from their own class team who has a well-established relationship with the child) but **was not** directly involved in the incident. Support is provided for the learner by helping them to reset and understand their actions/feelings and expectations, using a restorative approach. The length of time should be based on circumstance/needs but communicated to the team and child. This will be for the **shortest time possible** and not one full lesson. Learning should continue during this time and the child will be reintegrated into the class with kindness (non-judgmental).

In expectational circumstances where a longer period of removal may be required, it will be by the agreement of the **Senior Leadership Team**.

Triage and Leadership Support – Serious Concerns

Please also refer to Appendix A of this policy if your concern is bullying, child on child abuse or related to an incident that could be classed as a hate crime

If you are concerned about a child's behaviour or if a child displays a serious breach, a member of leadership should be notified as soon as possible. Serious breaches can include:

- Bullying or intimidation (including online)
- Verbal aggression towards peers or staff of an extreme nature and not an isolated incident
- Violence towards peers or staff (biting, spitting, pushing, kicking, punching, etc.)
- Stealing
- Racism/prejudice behaviour
- Deliberate damage to school property

- Consistent non-compliance

Each situation will be unique and therefore considered on a case-by-case basis as part of a triage process. Leaders (in consultation with class team) will:

- Consider whether the child's needs, understanding and context contributed to the behaviour (seek more information from parents/carers if appropriate).
- Consider triggers and review and amend PBS (Positive Behaviour Support) plan as needed to ensure needs are being met.
- Consider our graduated response and whether further reasonable adjustments need to be made to meet needs (assess, plan, do review).
- Consider whether further pastoral support or external referrals may be required.
- Consider any undiagnosed needs or any further assessments needed.
- Consider whether consequences are fair/lawful having considered the above factors.

Positive Behaviour Support Plan

We will also consider strategies which will be documented on a PBS plan. These are used to support dysregulated learners and as part of the reintegration process where appropriate. PBS plans may identify a range of strategies to promote positive behaviour and when an individual's behaviour makes it necessary to consider the use of supportive physical interventions after all de-escalation techniques have been unsuccessful. Parents will be consulted as part of the PBS process, their views incorporated, and review meetings will take place.

Matrix

Level 1 – Minor Inappropriate Behaviour	
Behaviour	Adult responses may include
• Interrupting others • Spoiling the games of others • Avoiding work/ wasting time Being noisy/ excessive talking • Running inside school • Play fighting/ rough play • Hindering other pupils • Cheekiness • Disruption of learning • Teasing	Appropriate body language/ Praise someone displaying appropriate behaviour ↓ First warning ↓ Second warning ↓ Multiple /regular incidents will lead to class teacher meeting with parents and possible involvement of learning mentor/ potential use of individual behaviour system/ consideration of additional needs
Level 2 – Major Inappropriate Behaviour	
Behaviour	Adult responses may include
• Rudeness/ Arguing • Lying • Refusal to follow adult instruction • Inappropriate name calling • Inappropriate physical contact (<i>i.e. kicking, hitting, pushing</i>) • Swearing	Discussion with class teacher ↓ Parents informed ↓ Involvement of a senior teacher ↓ Multiple /regular incidents will lead to class teacher meeting with parents and possible involvement of pastoral team/ potential use of individual behaviour plan/ consideration of additional needs. Significant repeated physical incidents may lead to a period of suspension
Level 3 – Serious Unacceptable Behaviour	
Behaviour	Adult response may include
• Vandalism • Dangerous refusal to follow instructions • Bullying • Theft • Fighting • Severe inappropriate physical contact • Inappropriate sexual contact • Verbal abuse of staff	Involvement of Headteacher ↓ Parents contacted ↓ Involvement of other agencies as required Repeated incidents may require involvement through Inclusion Advice Forum or Pupil Planning meeting ↓ Internal exclusion/Suspension

Level 4 – Severe Incidents	
Behaviour	Adult response may include
- Racial/Homophobic abuse - Physical fighting (<i>where an adult has to intervene for the safety of the children</i>) - Physical abuse of staff and other children - Continuous behaviour from levels 1-3 that by their continuation are persistent breaches of the school behaviour policy and, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school	Involvement of Headteacher ↓ Parents contacted ↓ Involvement of other agencies as required ↓ Possible Internal exclusion/Suspension ↓ Local authority involvement requested ↓ Possibility or permanent exclusion

It is the **responsibility of the leadership team to log serious breaches and actions taken on CPOMS.**

STAFF SUPPORT

All staff have the right to be safe and be treated with dignity and respect. Some learners may test and challenge relationships, therefore adults responsible for them require the ability to regulate themselves and sensitively, firmly and confidently manage the adult/learner relationship.

When learners are in distress, behaviours can manifest that are threatening or aggressive, the impact of this will be acknowledged by Senior leaders who will:

- Discuss how staff members feel, provide nurture and support.
- Provide post incident support, ensuring the immediate physical and emotional wellbeing of all involved.
- Allow them time away from the child.
- Debrief of the incident to take place at an appropriate time to allow for reflection, identify next steps to avoid a repeat.
- Explain the next steps for the child and adult so that the member of staff is fully briefed.
- SLT to carry out a restorative meeting with child and adult as soon as possible and before any possibility of a repeat incident.
- Ensure the member of staff feels safe to continue with their duties.
- Ensure staff are aware of the support systems available.

Where there is a risk of violence towards members of staff, leaders will take steps to remove the risk, or where removal of the risk is not possible, reduce the risk by any necessary changes or by introducing appropriate protective or supportive measures. These steps should be addressed via a risk assessment. The risk assessment must be kept under review and updated as necessary. Leaders will continuously monitor the effectiveness of control measures.

Restrictive Physical Intervention

Please refer to the Positive and Physical Handling Policy.

Physical interventions will always be carried out with **care and respect**, and staff will be trained in the appropriate use of these techniques to minimize the need for them and to ensure they are conducted in the safest and most effective manner possible and in line with Positive Handling Policy.

Our schools have robust reporting and recording mechanisms as well as debriefing processes which are outlined in the Physical Intervention Policy.

Suspension and Exclusion

The decision to suspend is taken very seriously and only considered where there is a serious/repeated breach of policy, all alternative strategies have been exhausted and the behaviour is seriously detrimental to the education/welfare/ health & safety of themselves and others. **The Empower Trust Suspension and Exclusion policy must be referred to if it is felt that a suspension or exclusion may be appropriate.**

Our schools will follow the flowchart on the following pages– **A Graduated Response to Managing Challenging Behaviour** - and only in extreme circumstances will removal or exclusions apply and only if all alternative strategies have been exhausted.

In cases where a suspension is issued, the process will be in strict accordance with policies and practice and DfE guidelines.

Any suspensions or exclusions will be made in line with the **Empower Trust Suspensions and Exclusions Policy**.

Recording Behaviours

All Empower Trust schools use CPOMS to record, track and analyse incidents.

Mobile Phones

Please refer to the Empower Trust Mobile Phone Policy

The DfE's non-statutory mobile phone guidance says that pupils should not use mobile phones throughout the school day. Pupils should not use phones/smart watches/other devices with image capturing ability within the school grounds and should not bring a mobile phone to school.

For the children in Y5/6, where parents think there are exceptional circumstances that their child requires a mobile phone in school, this should be made by completing a form from the office. The handset would need to be turned off and placed into a clear, named plastic bag before handing in to the class teacher/school office/agreed place by the school.

Searching, Screening and Confiscation

As part of our commitment to maintaining a safe and respectful learning environment, the school follows the Department for Education (DfE) guidance on **Searching, screening and confiscation at school**.

In accordance with this policy, the Headteacher (or a designated senior leader) has the authority to

carry out searches of students if there are reasonable grounds to suspect they are in possession of prohibited items such as drugs, weapons, or stolen property.

Any searches will be conducted in a respectful and professional manner, with due consideration for the student's dignity and privacy. Parents and carers will be notified if an item is confiscated, and appropriate action will be taken in line with the school's behaviour policy.

A graduated response managing challenging behaviour

Child/children are demonstrating challenging behaviour, which may put them at risk of suspension

Does the school have a clear policy in line with the latest guidance using restorative approaches? Is the policy being applied consistently?

Have all staff received training in the school's approach and understand this including new staff, supply, MDSA's and regular volunteers? Do staff receive regular updated training around behaviour?

Have adjustments been made to support the child using classroom adaptations (HQFT, Curriculum Adaptations, Behaviour for Learning and Universal provision for SEMH checklist documents for guidance) and have these been reviewed following the plan, do review approach **over a period of time**?

Have you carried out an environmental audit and made appropriate adaptations?

Have you identified triggers for the child's behaviour using observations such as ABC charts?

Have you spoken to the child and captured their voice about what is/isn't working and next steps?

Have you liaised with parents/carers?

Has the child's Pupil Profile been updated and shared with all relevant staff?

Yes, but the child's behaviour continues to be a concern.

No

Have relevant assessments been carried out which identify the child's strengths and areas of difficulty - Boxall profile, SDQ or others?

Have you referred to appropriate agencies – BeeU, MHST, SALT, EPS, and Health to identify any underlying needs?

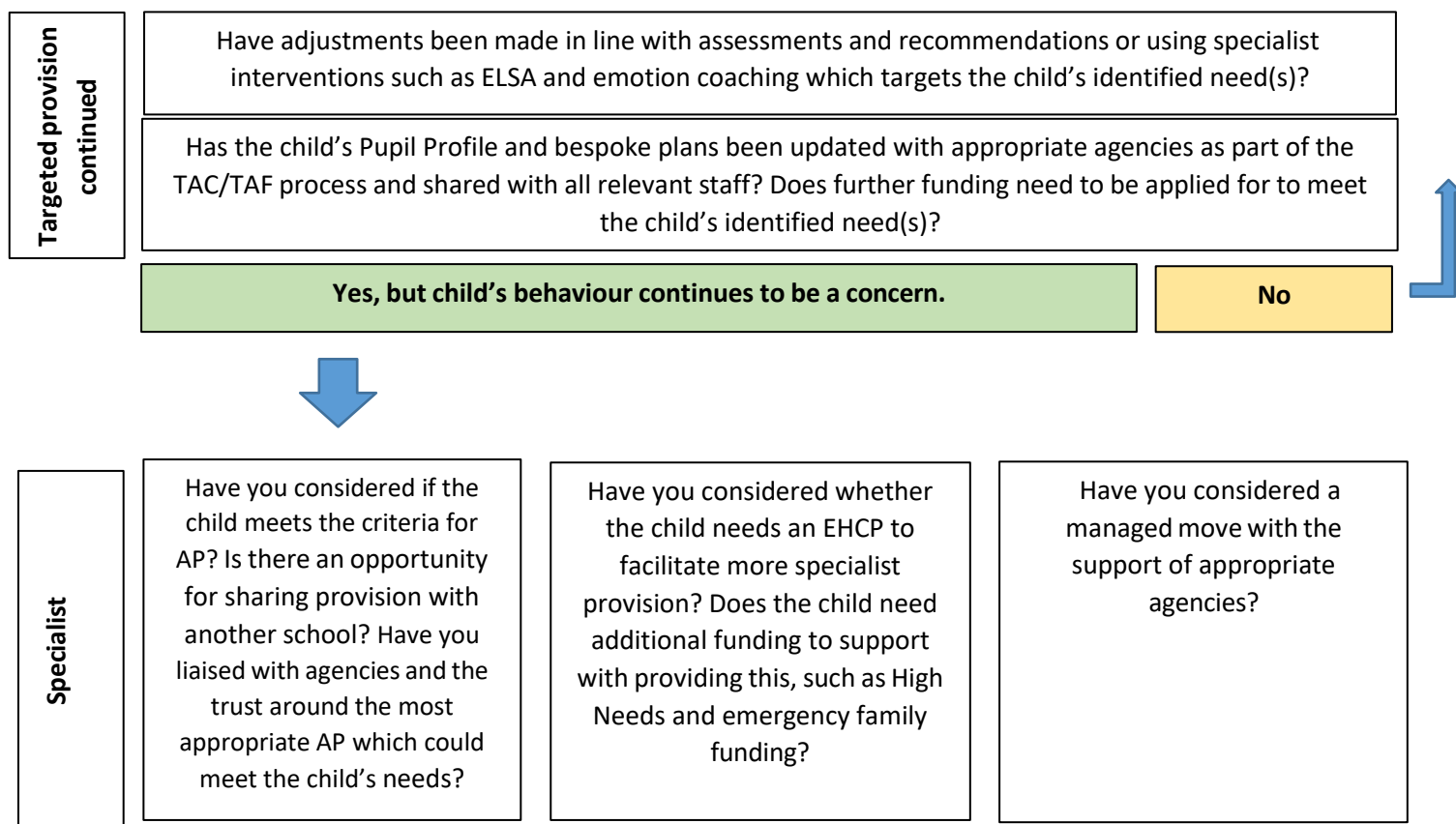
Have you asked for additional support and advice from the Trust?

Have teachers and support staff working with complex children had additional training – RRE?

Have you referred to early help or targeted support to help parents with behaviour at home or signposted to other agencies, e.g., Family Services for parenting support?

Has all advice and strategies been followed and implemented consistently as reflected in the child's Pupil Profile?

Has the child's Pupil Profile been updated and shared with all relevant staff? Has a behaviour risk assessment and/or de-escalation plan been completed with the support of agencies? Is a TAC/TAF process in place with regular meetings? Will additional funding be needed to put the targeted provision in place?



At the point of incident/potential suspension

Incident or repeated incidents where child has met the threshold for potential suspension.



Critical questions

Are there any safeguarding issues – actual or potential?

Does the child have an EHCP or significant identified SEND?

Is the child LAC or post LAC?

Are there mitigating circumstances for the child's behaviour such as bullying or bereavement?



Decision making process

No



- If yes to any of the above questions, an alternative to suspension **MUST** be considered.
- If EHCP/SEND, consider an early review to discuss provision with all agencies involved.
- CP/LAC contact virtual school/social worker to see what additional support can be offered.
- If bullying is alleged ensure that all steps have been taken as per the Empower Trust Anti Bullying Policy.

Can you identify exactly what happened in this incident – what were the antecedents?
Have you spoken to all involved including the child to ascertain the facts?
Could anything have been done differently?

Are there any steps on the graduated response that have not been tried/implemented?
Has enough time been given for any interventions to be effective?



If changes to provision or gaps in the process can be identified, then consider implementing these as a next step rather than suspension.



Have you spoken with the CEO or Strategic Lead for Inclusion

All suspensions and permanent exclusions must be consulted upon before taking the final decision

STATUTORY GUIDANCE AND LEGISLATION

This policy is underpinned by legislation and statutory requirements and advice from the Department for Education (DfE) on:

- Behaviour in schools: Advice for Headteachers and school staff
- Suspension and Permanent Exclusions
- Searching, Screening and Confiscation: Advice for schools
- The Equality Act
- Use of reasonable force
- Supporting pupils at school with medical conditions
- Special educational needs and disability (SEND) code of practice

The principles and practice are supported by regular and appropriate staff training; close parental and community links; child-led participation in school life; promotion of self-esteem through positive reinforcement.

This policy should be read in conjunction with the following:

- Empower Trust Child Protection and Safeguarding Policy
- Empower Trust Code of Conduct Policy
- Empower Trust Equality and Diversity Policy
- Empower Trust Suspension and Exclusion Policy
- Special Educational Needs Policy
- Empower Trust Supporting Pupils with Medical Needs Policy
- Empower Trust Mobile Phone Policy

Roles and Responsibilities

The **governing body** is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The **headteacher** is responsible for:

- Reviewing and approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with unacceptable behaviour
- Monitoring how staff implement this policy to ensure consistency to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The **senior leadership team (SLT)** will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following concerns (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- How we celebrate children being Ready, Respectful and Safe
- The pastoral support that is available to them to help them

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Bullying

Our commitment to safety and respect

Empower Trust does not tolerate bullying in any form. Bullying concerns everyone — targets, bystanders and the wider community. All pupils and adults are responsible for promoting a culture that is **Ready, Respectful and Safe**, reporting concerns promptly, and ensuring incidents are dealt with **fairly, consistently and swiftly**.

Definition of bullying

Bullying is behaviour that is **repeated, intentional**, and involves a **real or perceived power imbalance**, targeting an individual or group. It can be physical, verbal, emotional/relational, cyber, or prejudicial (including racism, sexism/sexual, homophobic/biphobic, transphobic, ableist, socioeconomic, and bullying related to faith or culture).

Not bullying: one-off fallouts or mutually enjoyed/consented interactions.

Indicators: changes in mood, attendance or achievement; unexplained injuries or lost items; isolation; avoidance of routes or online spaces; sleep/appetite changes; etc.

Prejudicial and hate incidents

Any bullying referencing protected characteristics (e.g., race, religion or belief, sex, sexual orientation, gender reassignment, disability) or socio-economic status will be treated as a **serious aggravated incident**. The school will record, monitor and (where required) report these in line with our **Public Sector Equality Duty** and local Shropshire procedures.

Vulnerability and additional safeguards

The school recognises increased risks for some pupils (including those with SEND, those who are looked after, young carers, adopted children, pupils with health needs, and those who are or are perceived to be LGBTQ+). Staff will not assume behaviour is “because of SEND”; concerns are investigated and supported with proportionate adjustments.

Prevention first

We prevent bullying through:

- Teaching in **PSHE/RHE** and **Computing** (e-safety, consent, equality, respectful relationships).
- Regular assemblies and tutor/class activities.
- Visible supervision in hotspot areas and at social times.
- Pastoral and targeted interventions (e.g., self-esteem, friendship skills).
- Pupil voice (annual safety survey) and ongoing parent communications.
- Consistent modelling of expectations by all adults.

Child-on-child abuse (including bullying/sexual harassment/violence)

The school has **zero tolerance** for child-on-child abuse. Staff never minimise incidents as “banter” or “part of growing up”. Harmful sexual behaviour (online or offline), harassment, coercion and upskirting are challenged, recorded on **CPOMS**, and escalated in line with the **Safeguarding & Child Protection Policy**, including **referrals to Children’s Social Care** where a pupil has been harmed, is at risk, or in immediate danger. We provide curriculum education on healthy relationships and consent and tailor support and safety plans for those involved.

The full outline of child-on-child abuse can be found in the Trust [Safeguarding & Child Protection Policy](#).

We support **every pupil involved**:

- **Targeted pupil(s):** safety planning, regular check-ins, confidence-building, online safety actions, friendship widening, and signposting to further support if needed.
- **Pupil(s) who bullied:** clear boundaries and consequences; pastoral support addressing underlying needs; agreed behaviour goals with **review dates**; parent/carers involvement.

Consequences are **proportionate and educational**, aiming to stop harm, repair relationships where appropriate, and

prevent recurrence. Restorative conversations are offered **only when all parties are ready and it is safe.**