

# Behaviour Policy

Approved by RET Board

Approved on March 2026

RET contact Behaviour Adviser

Revision due Every 2 years



RUSSELL EDUCATION TRUST

## 1. Introduction

- a. The school's behaviour strategy reflects our school values. Our approach is to build character and foster high standards of conduct in a calm, safe and supportive environment conducive to learning across the school. Good conduct and self-discipline lead to effective learning for both the individual and the community; and help prepare children and young people for life beyond the school gate.
- b. This policy outlines the high standards of conduct the school expects from all our pupils, as well as the range of support, interventions and consequences we apply when these expectations are not met. It also sets out how we work with parents and any third parties to resolve issues around poor behaviour to help pupils function effectively in and beyond the school.
- c. In circumstances where this policy is applied the school will communicate clearly with parents (and with Virtual School Heads and Social Workers where appropriate). The aim of any intervention is resolving the issues and help pupils function effectively in and beyond the school.
- d. This policy should be read in conjunction with the school's exclusions and suspensions policy, anti-bullying policy, drugs policy, SEND and safeguarding and child protection policy as well as the procedures on restraint and searching, screening, prohibited items and confiscation. All of which can be found on the school's website. It will be reviewed annually by the RET Board.

## 2. Principles

- a. There is an inextricable link between the standards of teaching and learning and the conduct of pupils.
- b. Building consistent routines and habits, and reinforcing desired behaviours intrinsically are effective ways of establishing outstanding character and conduct.
- c. The principles of character education and excellent teaching must be at the heart of the behaviour policy and related procedures.
- d. Recognition should be genuine, and pupils should be given the chance to develop their self-discipline and responsibility through intrinsic motivation.
- e. The school should provide suitable challenge and safe opportunities for pupils to fail, so that they may learn from their mistakes.
- f. It is important to understand that the reasons for pupils' behaviour may be complex. Sometimes they may make genuine mistakes and occasionally they may display intentionally negative behaviour. More often though the situation will be multi-faceted and will have been influenced by a range of factors, recent and historic. Pupils' previous adverse experiences and/or learning needs may also contribute both to their behaviour, their understanding of it and their ability to engage with resolution. It is therefore always important fully to consider any influencing factors when deciding how to manage a situation. One size does not fit all.
- g. Rewards and recognition strategies, if used, should acknowledge and celebrate additional positive actions; they should not be routine for expected conduct.
- h. Consequences should be consistent with the behaviour or incident.
- i. Good behaviour must be encouraged and maintained, and poor behaviour must be improved.
- j. Communication and collaboration with home is vital. Staff will contact home frequently and regularly, as school procedure dictates. Parents are encouraged to pass on any concerns they have about behaviour to the school, immediately. It may not always be possible for the school to fully disclose to every parent what it is doing about certain situations. Parents will need to trust the school to be taking appropriate action.
- k. The school expects:
  1. Behaviour that supports learning and engenders a nurturing environment where people feel safe, secure and supported.
  2. Excellent behaviour from pupils both in and out of the classroom where pupils model the values of the school.
  3. Pupils to make outstanding progress – due to consistently good and outstanding behaviour and behaviour for learning.

# Behaviour Policy

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RUSSELL EDUCATION TRUST

4. Pupils to exhibit thoughtful and considerate behaviour towards others. Participation in all aspects of school life.
5. Pupils to take responsibility for themselves, their behaviour and their learning and always to try hard to become more resilient and improve over time learning from their mistakes
6. Pupils to arrive with the correct equipment and never bring in any items prohibited by the school.
7. Parents to reinforce positively the school's expectations about pupil behaviour.
8. Parents to be engaged and involved in and supportive of, the school's behaviour policy and procedures.

### 3. Scope of Application

- a. This policy applies to all members of the school community while in school.
- b. The school will also use consequences within this policy for behaviour that takes place outside of school premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of school hours are reported to the school.
- c. As with the application of this policy in school, parents have key responsibilities in these circumstances too, in particular to work with the school as far as it is appropriate, to ensure their child(ren)'s good conduct outside of school – see 5(f) below.
- d. When deciding whether it would be reasonable to impose a consequence for poor behaviour outside of the school, staff will consider:
  1. whether the pupil is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a pupil at the school at the time of the poor behaviour; and/or
  2. the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

### 4. Roles and Responsibilities

- a. All members of the school community are expected to follow this policy and treat one another with dignity, kindness and respect. The roles, responsibilities and expectations of each section of the school community are set out in detail below.
- b. The Trust and Local Governing Body (LGB) - The Trust and LGB will work with the school's Senior Leadership Team to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its schools. Governors will monitor and evaluate the impact of the policy and will hold the Headteacher to account for its implementation. Governors will ensure that they receive relevant training on suspensions, exclusions, behaviour and discipline at least every two years.
- c. The Chief Executive Officer - The CEO will ensure that this Behaviour Policy is applied consistently across the schools within the Trust and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on character education and this behaviour policy.
- d. Local Governing Body - Local governors in the school will review and monitor the application and implementation of this policy by receiving regular reports from the school's Headteacher, or relevant member of the SLT, on consequences and support put in place for pupils at the school. Local governors will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the Headteacher. Local governors will analyse the recorded data on searches/removal from classrooms and in cases where searching/removal from classrooms is falling disproportionately on any group or groups, they will consider whether any actions should be taken to prevent this.
- e. Headteacher – The Headteacher, with assistance from the Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. Together they will ensure that lessons are well taught, effectively managed and that staff regularly and effectively self-evaluate their behaviour management

# Behaviour Policy

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RUSSELL EDUCATION TRUST

strategies. The Headteacher will monitor how staff implement this policy to ensure rewards and consequences are applied fairly and consistently, searches are carried out lawfully and respectfully, and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics. The senior leader responsible for behaviour and the Headteacher will act as sources of support and guidance for staff on behaviour management strategies and discipline.

- f. Staff will:
1. communicate the contents of this policy to all pupils and parents to ensure that the school's expectations are transparent to all pupils and parents, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this by through assemblies, tutor time, PSHE (and other) lessons and as part of induction to the school;
  2. apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;
  3. make reasonable adjustments for disabled pupils as required;
  4. promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;
  5. model positive conduct;
  6. not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards;
  7. challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
  8. record incidents of poor behaviour and any given consequence in the pupil's school record
  9. provide praise and recognition and reinforce positive conduct;
  10. deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively,
  11. keeping appropriate records on CPOMS/Bromcom;
  12. focus on education, de-escalation and preventative strategies rather than being solely reactive;
  13. consider the welfare of the whole school community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils;
  14. contribute to the development of systems which support and reinforce positive conduct;
  15. recognise that there may be contributory factors which affect pupils' behaviour and respond according to individual need;
  16. identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support. This may include:
    - more frequent engagement with parents;
    - mentoring and coaching;
    - report cards;
    - an Individual Behaviour Plan / Pastoral Support Plan / Individual Provision Map with set targets and support strategies embedded within;
    - time in an alternative provision;
    - engaging with local partners and agencies to address specific challenges;
    - consideration of whether a multi-agency assessment referral is required e.g. Early Help or an Education Health and Care Plan;
  17. contact parents quickly if there is any problem with attendance, punctuality or equipment and about any conduct concerns or any problems that affect their child's work or behaviour;
  18. set, mark and monitor homework and provide facilities for children to do homework in the school if required;
  19. send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed; and

# Behaviour Policy

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Revision due Every 2 years



RUSSELL EDUCATION TRUST

20. engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.
- g. Parents - Parents play an important role in ensuring good behaviour from their children. Parents are expected to:
  1. support the school in the application and enforcement of this policy;
  2. inform the school of any challenging behaviour exhibited at home, special educational needs or changes in circumstances that may account for changes in their child's behaviour;
  3. ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped;
  4. work with the school in support of their child's learning;
  5. attend virtual or in person meetings at the school with staff to discuss their child's behaviour and adhere to any parenting contracts put in place;
  6. inform the school in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);
  7. support their child in homework and other opportunities for home learning;
  8. attend Parents' Evenings and discussions about their child's progress, if reasonably possible; and
  9. 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 school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.
- h. Pupils - The rights and responsibilities of pupils are communicated to pupils on joining and regularly throughout their time in school. Visual and verbal reminders of expected standards of behaviour are a constant feature of good teaching practice and interactions with staff around the school. . Pupils are expected to have a positive attitude and maintain high expectations for themselves.

## 5. Recognition

- a. The school believes that it is important to encourage good conduct throughout the school by recognising and celebrating good conduct. Recognition is generally intrinsic, light touch and frequent.

## 6. Consequences

- a. Where pupils' conduct falls below the standard which could reasonably be expected of them the first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. These may include:
  1. Giving clear warnings;
  2. Giving them time and space to calm;
  3. Moving to a different seat in the class;
  4. Arranging to speak to the pupil at the end of the lesson or in a detention.
  5. Speaking to pupils outside the classroom before bringing them back in;
  6. Taking a pupil away from a classroom (sending to a specific staff member/location (see f below)).
- b. The school will respond with appropriate consequences in response to pupil misconduct. All consequences will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability and any religious requirements.
- c. The particular level of consequence will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The school uses a range of consequences in response to incidents of poor behaviour. Consequences may include:
  1. verbal reprimand;
  2. requiring a written apology;
  3. confiscation of a pupil's property;
  4. missing break time or lunchtime;
  5. extra work or repeating unsatisfactory work until it meets the required standard;

# Behaviour Policy

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RUSSELL EDUCATION TRUST

6. school-based community service or imposition of a task – such as picking up litter, tidying a classroom; helping clear up the dining hall after mealtimes or removing graffiti;
  7. loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular school events such as sports day or prom;
  8. restriction of eligibility/participation in school trips (for example not being allowed to take part in certain activities or not being allowed to attend at all);
  9. detention including during lunch time, after normal school hours and at weekends;
  10. regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring;
  11. temporary removal from a class or groups;
  12. internal inclusion;
  13. education off-site for a designated period;
  14. suspension or permanent exclusion.
- d. Where possible, we will use restorative justice and reconciliation to help to resolve and close an incident which has occurred and is not in keeping with the school’s ethos and values.
- e. The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm or cause harm to others. Where this may be the case, staff will follow the school’s safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case, they will consider whether a multi-agency assessment is necessary.
- f. Under no circumstances will illegal or inappropriate items be tolerated in the school (a list of banned items is available on school websites), and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:
1. verbal abuse to staff and others; including defamatory comments;
  2. verbal abuse to pupils;
  3. physical abuse to/attack on staff;
  4. physical abuse to/attack on pupils;
  5. any form of bullying (to the extent not covered above);
  6. indecent behaviour;
  7. sharing of pornography or other inappropriate digital content;
  8. damage to property;
  9. selling or gambling on school property;
  10. recording or taking images of pupils or staff without their express consent or misusing images of them;
  11. consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including “legal highs” - we include vapes, e-cigarettes and nicotine pouches in this category;
  12. carrying, supplying or taking prescription drugs or non-prescription drugs or supplements without lawful reason;
  13. theft;
  14. serious actual or threatened violence against another pupil or a member of staff;
  15. sexual abuse, harassment or assault;
  16. carrying or making an offensive weapon;
  17. arson
  18. unacceptable behaviour which has previously been reported and for which school consequences and other interventions have not been successful in modifying the pupil’s behaviour;
  19. gratuitous, offensive, unfounded or malicious allegations against staff or pupils (including online);
  20. racist, sexist, homophobic or other forms of discriminatory behaviour;
  21. truancy/persistent lateness;
  22. defying clear and reasonable staff instructions;
  23. possession of items prohibited under the school rules (see Annex).

# Behaviour Policy

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RUSSELL EDUCATION TRUST

- g. Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:
1. to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
  2. to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
  3. to allow the pupil to regain calm in a safe space; and
  4. to give time for restorative conversations to take place.
- During the period of removal, the pupil will receive continual, supervised education in a suitable environment. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents should be informed on the same day if their child has been removed from the classroom for any significant time and could not be reintegrated. In that instance 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.
- h. Detentions can be issued by any member of teaching or support staff. When issuing detentions outside of school hours staff will consider whether it is reasonable after having considered whether:
1. the detention may put the pupil at increased risk or compromise their safety;
  2. the pupil has known caring responsibilities or religious requirements;
  3. the detention timing conflicts with a medical appointment;
  4. parents ought to be informed of the detention; and
  5. whether suitable travel arrangements can reasonably be made by the parent for the pupil, disregarding any inconvenience for the parent.
  6. Where detentions are issued for the same day, parents will be contacted with sufficient notice (although teachers may discuss conduct with a pupil at the end of a lesson at the end of the day for up to 10 minutes in the same way as they can at break or lunchtime without having to contact home).
- i. Permanent exclusion will only be used as a consequence of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. The school will follow the school's Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

## 7. Pupils with Special Educational Needs and/or Disabilities

- a. In the context of this policy, pupils are considered to have SEND if they:
1. have difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
  2. have a disability which prevents or limits them from accessing the curriculum; or
  3. have behavioural, emotional or social difficulties which impact adversely on their learning and progress.
- b. The school is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the school will do all it can to ensure that the pupil receives appropriate support. The school is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient consequence for a pupil, whose behaviour is due to their disability, than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. The school will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

# Behaviour Policy

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- c. An Individual Behaviour Plan / Pastoral Support Plan / Individual Provision Map will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's special educational needs policy for more information.
- d. The 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 include (but are not limited to):
  - 1. short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
  - 2. adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
  - 3. adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
  - 4. training for staff in understanding conditions such as ADHD and autism.
- e. If preventative measures are not successful and the behaviour is not manageable in the classroom, then the pupils IEP/EHCP must be reviewed.
- f. 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 support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

## 8. Investigating Incidents

- a. Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. Pupils who have witnessed the behaviour will be asked to provide written, signed and dated statements. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the school will ensure that a responsible adult is always present and will inform the pupil's parents of what has happened as soon as possible.
- b. The school uses Close Circuit Television ("CCTV") within its premises. One reason why the school uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed by staff as part of the investigation and the content considered before imposing a consequence. Please see the school's CCTV policy and privacy notices for more information. CCTV evidence is not however required in order to make judgements about incidents. It may not be possible or appropriate to share CCTV evidence with parents.
- c. When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.
- d. In exceptional circumstances, pupils may receive a suspension pending an investigation if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the school.

## 9. Search, seizure and confiscation

- a. If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out by the Headteacher (or staff authorised to undertake a search by the Headteacher). Staff will follow the latest DfE and Trust guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.
- b. The Headteacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The Headteacher will ensure that a sufficient number of staff

are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

- c. Detailed information about this procedure is contained in the Trust's Searching, Screening and Confiscation Procedure which follows the DfE procedure and guidance.

## 10. Restrictive Interventions including use of reasonable force

- a. The school strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline.
- b. This power extends to times when staff are lawfully in charge of pupils but are off the school premises e.g. on a school trip or supervising pupils' departure from school or access to public transport. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time.
- c. There are circumstances when it is appropriate for staff to have physical contact with pupils which does not constitute the use of reasonable force or other restrictive interventions. Examples include:
  - Giving first aid.
  - Guiding or escorting pupils, such as holding the hand of a pupil when walking around the academy or on a school trip.
  - Comforting a distressed pupil.
  - Congratulating or praising a pupil, for example a pat on the back or a handshake.
  - Demonstrating how to use a musical instrument.
  - Demonstrating exercises or techniques during PE lessons or sports coaching.
- b. Staff may in limited circumstances need to use restraint, which is a non-disciplinary intervention which immobilises a student or limits their movement, and this may or may not include direct physical contact. This can include holding or binding a pupil's body, securing them to a fixed object or depriving them of an aid usually used to help them move. This will be avoided where at all possible.
- c. Staff will only use seclusion – a non-disciplinary intervention to keep a pupil confined to a place away from others and prevented from leaving – as a safety measure to protect others from harm when a pupil is experiencing high level of emotional or behavioural dysregulation. Staff will seek to ensure that the place of seclusion is not threatening or intimidating. The pupil must be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil must be allowed to leave. Reasonable force does not have to be used for an intervention to be seclusion. Seclusion includes:
  - Physically obstructing the pupil's way of leaving the place,
  - Securing the place so that the pupil cannot leave it, or
  - Causing the pupil to believe that they will be punished if they leave the place.
- d. Whenever any restrictive intervention is used, including reasonable force, staff will consider the following:
  - Necessity – taking into account whether there is a less restrictive way to achieve the same thing, the risks involved, whether it may escalate and communicating, where possible, with other staff
  - Proportionality – using the least amount of force, potential alternative strategies and the personal circumstances of the pupil including any relevant protected characteristics under the Equality Act 2010.
  - The pupil's welfare – including that pupil's context and circumstances, overall welfare, the importance of their dignity, the need to communicate with them about the decisions being taken, any EAL, and how the pupil is feeling.
- e. Use of reasonable force and restrictive interventions will generally be rare and may need to be determined by staff in the moment in many cases.
- f. Consideration will also always be given to the rights of the pupil concerned, including under the Equality Act 2010 and the Human Rights Act 1998. The academy recognises that some pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others.

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Triggers may include pain, sensory overload, unfamiliar situations or environments, or feelings of fear and anxiety. Pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. The academy will seek to understand the underlying triggers of challenging behaviour to provide proactive support, create an inclusive environment, and utilise staff who know individual pupils well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur. Parents should consult the academy's SEND policy that sets out the provision for SEND pupils and the academy's approach generally, but in the context of restrictive interventions this might include:

- Pupil [behaviour plan and/or pastoral support plan and/or individual provision maps].
  - Risk assessments.
  - Specific adjustments for that pupil that are known to reduce the need for restrictive interventions.
  - Distracting techniques.
- g. The academy will minimise the need to use restrictive interventions through prevention and de-escalation measures, employing specific whole-school measures as well as tailored approaches for individual pupils.
- h. Whole-school measures include:
- Consideration of how the academy and classroom environment can support all pupils to achieve and thrive.
  - Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds.
  - Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation.
  - Development of working staff-pupil relationships and trust.
  - Recording and analysing data on the use of restrictive interventions to inform improvement planning.
- i. Individual approaches could include:
- Working closely with parents to support individual pupils
  - Implementing strategies to support individual pupils based on their identified needs, including the development of [behaviour plans and/or pastoral support plan and/or individual provision maps]. Where a pupil has a disability, the academy has a legal obligation under the Equality Act 2010 to support pupils with reasonable adjustments, making sure they can benefit from what the academy offers
  - Giving pupils time, space and strategies to calm down before their behaviour escalates
- j. Every significant incident in which reasonable force is used will be recorded by staff members, as required by s.93A of the Education and Inspections Act 2006. This requirement only applies where it is a significant incident, so will not include cases where physical contact is made for other reasons, such as giving first aid. This recording will take place as soon as practicable after the event and should be done by the member of staff the same day as the incident. This following information must be recorded in the academy's safeguarding system:
- Names of pupils and staff directly involved.
  - Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code.
  - Time, date, location and approximate duration of the intervention.
  - A brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.
  - A brief account of why the use of force was assessed as necessary in that instance.

# Behaviour Policy

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RUSSELL EDUCATION TRUST

- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.
- The pupil's account of what happened, as well as any witness accounts.
- k. A report will also be made to parents where there is a significant use of force, apart from where:
  - The pupil is 20 or over at the time; or
  - It appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member will report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.
- l. A report of the incident made to parents will include the following details as a minimum:
  - Time, date, location and approximate duration of the intervention.
  - Brief account of why the intervention was assessed as necessary in that instance.
  - Brief account of what type of force was applied, and the degree of force.
  - Details of any physical injuries sustained, if applicable.
- m. Every incident which results in seclusion or restraint, which may not include reasonable force, must be recorded on the school's safeguarding system. Incidents must be recorded as soon as possible and no later than the same day, in writing. The information recorded must include:
  - Names of pupil and staff directly involved.
  - Time, date, location and approximate duration of the intervention.
  - Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code.
  - A brief account of why the intervention was assessed as necessary in that instance.
  - Details of any physical injuries sustained, if applicable.
  - Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.
- n. Apart from in the circumstances as set out above, a report must be made to parents where a pupil is subject to seclusion, restraint or immobilisation, even if that is included within a pupil's behaviour plan and/or pastoral support plan and/or individual provision maps. Staff will endeavour to do this the same day, but this may also involve a subsequent follow up discussion with parents to include any de-escalation strategies and what can be done differently in future.
- o. Where an incident resulted in both a significant use of force as well as seclusion/restraint, only the procedure set out in l-o above will be used, with parents not needing to be informed twice.
- p. The academy will evaluate all incidents involving the use of restrictive interventions as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future.
- q. Where appropriate, the pupil and staff member involved will receive a medical assessment and treatment for any injuries as soon as possible. Any injuries will be recorded in accordance with the academy's procedures and reported as appropriate to the Health and Safety Executive.
- r. Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies. The academy will carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible, in accordance with the academy's duties under the Health and Safety at Work etc. Act 1974.
- s. The Trust will ensure that the data around the use of force and restrictive interventions is considered by school leaders to ensure there is not a disproportionate use of force in the academy, to identify learning and patterns. and to make improvements to policies and practices.

## 11. Bullying

- a. The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. The school has a separate Anti-Bullying Policy which should be read

# Behaviour Policy

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Revision due Every 2 years



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in conjunction with this policy. 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, sexual, verbal (direct or indirect) and cyber-bullying.

- b. The school wants to make sure that all pupils feel safe in the school and are accepted into the school community. The school's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.
- c. Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The school practices a preventative strategy to reduce the chances of bullying, and the school's anti-bullying strategy is instilled in the school's curriculum (through the active development of pupils' social, emotional and behavioural skills), assemblies and is embedded in daily school life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, staff and the school's ethos, and any intentional breach of this will result in disciplinary action.
- d. The school recognises that pupils are able to enjoy using social media at appropriate ages. It believes that any such use should occur in a safe environment. However, the school recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its schools. It would urge parents to wait until pupils are older before allowing them to use social media.
  1. There is a separate pupil agreement of the Safe and Acceptable use of ICT that explains clearly how pupils must conduct themselves online.
  2. 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.
  3. Following any such report an investigation will follow during which an authorised member of staff may ask that the pupil gives them access to their social media account and a search of a mobile device will take place.
  4. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the pupil.

## 12. Child-on-Child Abuse

- a. Sexual violence and sexual harassment are never acceptable and will not be tolerated. The school 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 consequences being imposed in accordance with the terms of this policy.

## 13. Complaints

- a. If parents have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with a staff member or the Headteacher in accordance with the school's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusions' guidance will be followed.

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