

HORIZONS EDUCATION TRUST

Behaviour Policy

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1.0 INTRODUCTION

'We make a difference to the lives of pupils, young people and their families.'
 The word 'parent' is used throughout to indicate parent, guardian, carer and/responsible adult.

- 1.1 We believe that every pupil across Horizons Education Trust (HEdT) deserves to thrive in a safe, inclusive, and respectful environment where their unique strengths and needs are understood and celebrated. Our approach to behaviour is rooted in the belief that relationships, dignity, and aspiration sit at the heart of a positive school experience.
- 1.2 Through consistent, compassionate, and personalised behaviour support, we enrich the lives and educational experiences of pupils with special educational needs and disabilities (SEND) and social, emotional and mental health needs (SEMH), preparing them for their future contributions to a dynamic society.
- 1.3 This policy is underpinned by the Cambridgeshire Therapeutic Thinking Behaviour Framework (CTT), which reflects our commitment to relational, inclusive, and strengths-based practice across all HEdT academies. It draws on evidence-informed, trauma-aware approaches that help staff build strong, trusting relationships with pupils and young people.
- 1.4 These approaches prioritise emotional safety, connection, and consistency—particularly important for pupils with SEMH, Severe Learning Difficulties (SLD), and Profound & Multiple Learning Difficulties (PMLD) They guide staff in responding to behaviour through empathy, curiosity, and understanding, helping pupils to feel safe, valued, and supported.
- 1.5 The CTT Behaviour Framework shapes our culture of positive behaviour, supporting staff to create nurturing environments, promote regulation, and foster inclusive communities where all pupils can thrive.
- 1.6 This policy has been developed in alignment with that framework to ensure consistent, developmentally appropriate, and compassionate behaviour practices across HEdT.

2.0 TRUST-WIDE BEHAVIOUR PRINCIPLES

- 2.1 Our principles of behaviour underpin everything we do as a trust. They reflect our commitment to fostering an inclusive, respectful, and supportive environments where every pupil can thrive. We believe that positive school cultures are the foundation for success and personal growth, and it is through compassionate interactions, and clear expectations that we create environments where all pupils feel they belong.

- **Principle 1 - Relationships first**

We prioritise strong, trusting relationships with our pupils and their families. Positive behaviour starts with genuine connection.

- **Principle 2 - Behaviour as communication**

All behaviour is a form of communication and always has a reason behind it. Instead of reacting with judgement, we seek to understand what a pupil might

be trying to express or achieve. By responding with curiosity, we create space for empathy, support, and positive change.

- **Principle 3 - Personalised, predictable and relational support**

We create calm, emotionally safe, and predictable environments where pupils can flourish. Our behaviour approaches are personalised and proactive, recognising and responding to each pupil's cognitive, emotional, sensory, and communication needs.

While we uphold trust-wide consistency in our principles, we apply them with flexibility in practice to ensure every pupil receives the right support. We prioritise co-regulation over control, regulation over punishment, and always seek to prevent dysregulation before it occurs.

- **Principle 4 - Working together**

Families, pupils, and professionals work in partnership to plan and problem-solve with shared purpose. We value each perspective and recognise that the best outcomes come from collaboration. Together, we create support that is tailored, respectful, and person-centred.

- **Principle 5 - Skilled, reflective and ethical practice**

Our staff are supported to respond with confidence, compassion, and professionalism through high-quality training, coaching, and reflective supervision. We prioritise ethical, safe practice, upholding the dignity, autonomy, and wellbeing of every pupil.

We are committed to continuously developing our teams and reducing the need for restrictive or reactive interventions. Through a reflective, relational-informed culture, we ensure our approaches are safe, principled, and grounded in relational care.

3.0 LEGISLATION, STATUTORY REQUIREMENTS & STATUTORY GUIDANCE

3.1 This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: guidance for schools](#)
- [The Equality Act 2010](#)
- [Keeping children safe in education](#)
- [Working together to safeguard children](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Working together to improve school attendance](#)
- [Special educational needs and disability code of practice: 0 to 25 years](#)
- [Supporting pupils at school with medical conditions](#)
- [Mental health and behaviour in schools](#)

- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(for introduction 1 September 2026\)](#)

4.0 RELATED POLICIES

All our statutory policies are available on the Horizons Education Trust website.

5.0 DEFINITIONS

5.1 Equality vs Equity

- 5.2 **Equality is treating everybody the same.** Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

Equity is giving everyone what they need to achieve success. Across HEdT we advocate for each pupil to receive the resources, experiences, appropriate interventions and support in their learning so they can achieve their full potential.

5.3 Valued Behaviour

At HEdT, valued behaviour reflects actions and responses that promote safety, acceptance, and connection for all individuals. Drawing on the principles of Cambridgeshire Therapeutic Thinking, valued behaviour:

- creates helpful feelings in oneself and others, fostering emotional safety and calm
- is positive and inclusive, encouraging collaboration and understanding
- respects and cares for the rights, feelings, and welfare of everyone within the community
- actively contributes to the wellbeing of peers, staff, families, and the wider community

- 5.3.2 Valued behaviour is fundamental in building trusting relationships, enhancing well-being, and enabling every individual to thrive within a shared environment grounded in trust, respect, and belonging.

5.4 Detrimental Behaviour

- 5.4.1 At HEdT, detrimental behaviour is any action that compromises safety, wellbeing, or dignity. It includes behaviours that:

- Trigger feelings of distress, discomfort, or insecurity in oneself or others
- Cause harm to individuals, groups, communities, or the environment
- Increase the risk of injury, harassment, alarm, or distress
- Disrespect or violate the rights, boundaries, or emotional safety of others

5.4.2 Detrimental behaviour is understood as a signal of unmet needs or distress, disrupting connection and relational safety. In line with the Cambridge Therapeutic Thinking model, our approach is to respond therapeutically by:

- Seeking to understand the underlying causes and triggers of behaviour
- Reducing immediate and future harm through compassionate, calm, and consistent interventions
- Supporting emotional regulation and co-regulation to restore safety
- Teaching and reinforcing more helpful alternatives through positive, relationship-based practice

5.4.3 Our aim is to rebuild trust and connection, promoting emotional wellbeing and self-regulation within a trauma-informed, respectful environment.

6.0 ROLES & RESPONSIBILITIES

6.1 Everyone is responsible for:

- Being positive role models
- Creating a calm and well-ordered environment for teaching and learning
- Establishing and maintaining high expectations at all times and acknowledging when expectations (however small) are reached or exceeded
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected
- Developing positive working relationships with all members of the school community by demonstrating mutual respect and tolerance
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner
- Facilitating learning about relationships and behaviour

6.2 Trustees & Governors

6.2.1 Trustees will:

- Hold the Chief Executive and Executive Team to account for the effective implementation of the Behaviour Policy across the Trust, including receiving assurance that its application is fair, consistent and does not result in unjustified differences in treatment or outcomes between groups of pupils.

6.2.2 Local Governance Committees will:

- Seek assurance that the Behaviour Policy is implemented effectively and consistently within the academy.
- Review relevant information and evidence relating to behaviour, including patterns, trends and outcomes for different groups of pupils, providing appropriate support and challenge.

- Escalate significant concerns regarding the implementation or impact of the Behaviour Policy to the Executive Team in accordance with the Trust's governance arrangements.

6.2.3 Headteachers are responsible for:

- Implementing the Behaviour Policy within their academy and ensuring that it is applied fairly and consistently.
- Monitoring the implementation and impact of the policy, including identifying and responding to any significant differences in its application or outcomes for different groups of pupils.
- Providing appropriate information and assurance to the Executive Team and Local Governance Committee.

6.3 Headteachers

6.3.1 The headteacher is responsible for setting and maintaining the behaviour culture of the academy and ensuring that all staff and pupils feel safe and supported.

6.3.2 The headteacher will:

- Ensure that the academy has high expectations of pupils conduct and behaviour, ensuring clear routines and rules, and that this is understood and applied consistently and fairly by all staff.
- Aim to prevent all forms of bullying, including online bullying, prejudice-based and discriminatory bullying, harassment, violence and aggression.
- Together with the leadership team, be highly visible in the academy to engage with pupils, staff and parents and promote high standards of behaviour.
- Ensure that all staff are successfully inducted into the trust's behaviour culture and systems, and will make sure that all staff receive regular high-quality training on behaviour routines and strategies.
- Ensure all staff act as role models for behaviour with high standards of personal and professional conduct.
- Ensure that safeguarding and child protection concerns are identified effectively, and pupils are offered support rather than consequences when appropriate.
- Ensure parents are aware of the trust's expectations and wherever possible, partner with them to understand and support any behavioural issues.
- Regularly seek 'pupil voice' to understand the views and experiences of behaviour in their academy.
- Regularly review behaviour data and take any necessary steps to eliminate discrimination, reduce bias and ensure compliance with equality law.
- Ensure the behaviour curriculum, including expectations, routines and rules are explicitly taught to pupils, and understood by all.
- Ensure pupils receive education on positive healthy relationships in all contexts, including online and offline relationships, so they can identify prejudice, discrimination and bullying.

6.4 Teachers

6.4.1 Teachers are responsible for managing behaviour effectively to ensure a calm and safe learning environment for all pupils. [DfE Teachers' Standards: see Teacher Standard 7](#)

6.4.2 Teachers will:

- Have clear rules and routines in their classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with [DfE Teachers' Standards](#), this behaviour policy and agreed teaching and learning routines.
- Have high expectations of behaviour, and establish a framework with a range of strategies, using praise, consequences and rewards consistently and fairly.
- Maintain consistent standards of behaviour in the classroom while ensuring reasonable adjustments are made by balancing fairness with flexibility.

6.5 Staff

6.5.1 All staff are responsible for implementing the Behaviour Policy to ensure high expectations for all pupils.

6.5.2 All staff will:

- Model and maintain positive relationships with pupils, so that they can see examples of valued behaviours and feel confident to ask for help when needed.
- Uphold the whole trust approach to behaviour by modelling and teaching routines, values and standards in every interaction.
- Address detrimental behaviour, including the use of discriminatory language.

6.5.3 Academies will build positive relationships with parents by keeping them informed about developments with their pupil's behaviour and working in collaboration with them to tackle any issues that may arise.

6.6 Pupils

6.6.1 All pupils will:

- Be made aware of the trust's behaviour standards, expectations, rewards and consequences.
- Receive an age-appropriate induction process (including those who are admitted mid-year) that familiarises them with the trust's behaviour culture, rules and routines.
- Receive regular and explicit teaching of behaviour expectations throughout the academic year.
- Be educated about healthy relationships in all contexts, both online and offline, and to understand their rights and responsibilities regarding their behaviour.

- Be made aware of the pastoral support that is available to them to help them meet the behavioural standards.
- Be asked about their experiences of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

6.7 Parents

6.7.1 Parents are responsible for working in partnership with HEdT academies to support and reinforce the behaviour policy

6.7.2 Parents will:

- Promote a positive culture of behaviour and celebrate their child's successes and achievements.
- Get to know the trust's behaviour policy and reinforce the ethos and values of the policy with their child when necessary.
- Support their child in adhering to the trust's Behaviour Policy.
- Inform the academy of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with relevant staff promptly, and where relevant the academy's behaviour lead or headteacher.
- Take part in any pastoral work following detrimental behaviour (for example: attending reintegration meetings or reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the academy directly with either their child's headteacher or behaviour lead.

7.0 BEHAVIOUR CURRICULUM

- 7.1 Our behaviour curriculum is rooted in the belief that positive behaviour is something to be taught, modelled, supported, and celebrated—never simply expected.
- 7.2 We create environments where pupils with SEMH, SLD, and PMLD can flourish through consistent, relational, and inclusive approaches. We recognise that behaviour is communication, and we work alongside our pupils to develop emotional literacy, self-regulation, social understanding, and mutual respect.
- 7.3 Our behaviour curriculum is one of the ways we make a difference to the lives of pupils and their families. It enriches their experience of school and prepares them to contribute meaningfully to their communities and society.
- 7.4 We believe that behaviour is learned and that it should be taught, reinforced, and supported through every interaction, every day. All staff reinforce the behaviour curriculum through:

- **Modelling Positive Relationships**
Staff model what respectful, caring, and emotionally attuned relationships look like in all interactions.
- **Building Positive Relationships**
Trust is built over time with consistency, empathy, and emotional availability.
- **Ensuring Positive Role Modelling**
Staff reflect the behaviour we want to see in others.
- **Consistency with Compassion**
Routines and responses are predictable but always personalised to pupil needs.
- **Establishing and Teaching Routines**
Clear, accessible routines support understanding, regulation, and safety.
- **Proactive Planning**
We anticipate needs and plan alternatives to anti-social or detrimental behaviour.
- **Reward and Reinforcement**
We celebrate success, however small, using meaningful, motivating reinforcement.
- **Feedback and Recognition**
Pupils receive feedback that builds their self-awareness and encourages reflection.
- **Positive Framing**
We focus on what we want to see: "walk calmly" rather than "don't run".
- **Planned or Tactical Ignoring**
Where appropriate, we avoid escalating low-level behaviours by giving space and time for regulation.
- **Restorative Practice**
After regulation, we revisit the behaviour (when appropriate to the pupil), its impact, and the way forward, focusing on repair and reconnection.

8.0 SAFEGUARDING

- 8.1 All HEdT academies recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection. All staff should maintain professional curiosity and proactively consider whether a pupil's behaviour, including detrimental behaviour, may be linked to the pupil suffering, or being at risk of suffering, significant harm.
- 8.2 Where this may be the case, staff will follow the HEdT Safeguarding and child protection policy and consider whether pastoral support, Family Help intervention or a referral to children's social care is appropriate.

9.0 BEHAVIOUR EXPECTATIONS & SEND

- 9.1 All pupils are expected to follow the trusts behaviour expectations and routines. However, some pupils may require a higher level of support and adaptation to achieve this.

- 9.2 Reasonable adjustments will be made for pupils with SEND where their disability impacts behaviour. This may include tailored interventions, additional support, or alternative methods of communication to help them understand and meet behavioural expectations.
- 9.3 Individual Behaviour Plans (IBP): For some pupils with SEND, an Individual Behaviour Plan may be developed in collaboration with teachers, parents, and other professionals. The plan may outline specific strategies and support to manage behaviour while promoting the pupil's wellbeing.
- 9.4 Staff members are trained to understand the needs of pupils with SEND and how these may influence behaviour. This includes awareness of specific needs, for example ADHD, autism, and emotional and behavioural difficulties, and how to respond appropriately and fairly to meet individual needs. This ensures that all pupils can thrive in a supportive and understanding environment.
- 9.5 When appropriate, academies will work with external agencies, to better understand a pupil's needs and design effective behaviour management strategies that support their inclusion in the classroom.
- 9.6 Pupils learn best to manage their self-control, behaviour and learning when they feel well supported by staff who are caring, understanding, curious and consistent. Staff will try to anticipate triggers of detrimental behaviour and put in place proactive measures to reduce the likelihood of a behaviour incident.
- 9.7 Staff will be supported in this by the academy's leadership team and behaviour Lead.

10.0 RESPONDING TO BEHAVIOUR

- 10.1 Pupils learn best when they feel safe. This can be achieved by having clear expectations and routines, consistently applied with reasonable adjustments if appropriate. All HEdT staff will aim to create a supportive environment in the classroom using positive language and relationships based on dignity and respect.
- 10.2 The trust recognises that acknowledging valued behaviour encourages further positive behaviour. Communicating valued behaviours to parents can also be an effective way to motivate pupils to behave well.
- 10.3 When a pupil's behaviour meets or goes above the expected behaviour standard, staff will recognise this through positive recognition, rewards, and celebrations. This will include recognising the progress of pupils who require additional support with their behaviour.
- 10.4 HEdT academies will demonstrate a fair and clear application of rewards to reinforce the routines, expectations, and norms of the academy's behaviour culture. These are:
- Verbal praise
 - Communicating praise to parents via a phone call or written correspondence
 - Certificates, vouchers, prize ceremonies or special assemblies
 - Positions of responsibility, such as being entrusted with a particular decision or project

- Individual rewards as indicated on pupil's positive behaviour support plan

11.0 RESPONDING TO DETRIMENTAL BEHAVIOUR

- 11.1 When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in a consistent, fair and proportionate manner, so pupils know, with certainty, that incidences will be addressed. Following an incident of detrimental behaviour a consequence may be issued.
- 11.2 Pupils will be supported to manage their behaviour independently, and strategies will be implemented to help them learn to self-regulate.
- 11.3 De-escalation techniques, including the use of pre-arranged scripts and phrases, may be used to help prevent further behaviour challenges arising.

12.0 CONSEQUENCES

- 12.1 When pupils display low-level disruption or when detrimental behaviour persists, consistent and fair consequences are a legitimate and appropriate part of effective behaviour management.
- 12.2 Detrimental behaviours can be an indication that a pupil could be or is suffering, harm. If this is the case, staff will follow the Safeguarding and child protection policy and will speak to the Designated Safeguarding Lead (DSL) or deputy DSL at the earliest opportunity.
- 12.3 Staff can issue a consequence when a pupil's behaviour falls below the standard which could reasonably be expected of them. Staff can issue consequences any time pupils are in the academy or elsewhere under the charge of a member of staff, including on academy trips.
- 12.4 Consequences must be reasonable and proportionate.
- 12.5 Following any consequence, the academy will support the pupil to reflect on and understand their behaviour. At the same time, staff will work together to understand a pupil's context as this can lead to more effective responses to complex behaviours.
- 12.6 The academy will plan and use age/developmentally appropriate strategies and interventions to support a pupil, without lowering expectations for any pupil's behaviour.
- 12.7 Consequences take two forms across HEdT:
 - Protective consequences- immediate action to prevent harm to an individual or others.
 - Learning consequences- a consequence clearly linked to an incident of challenging behaviour which focuses on learning from the incident. Learning consequences need to be appropriate for the age and stage of the pupil.
- 12.8 The consequences an academy uses together with pre-and post-support vary in accordance with the age and stage of each pupil and must take account of the

pupil's SEND. Many pupils across HEdT have complex SEND which may impact on, for example:

- Their social and emotional development
- Their ability to integrate sensory information in their environment
- Their levels of cognition and understanding
- Their ability to retain or recall information
- Their executive functioning skills

- 12.9 As a result of the complex SEND that the pupils across the trust have, it is not possible to have a standardised set of consequences. Typically, a 'consequence' across HEdT consists of providing an alternative learning activity which allows the pupil to refocus and/or become calm and provides them time to reflect on their actions with a member of staff.

13.0 SUPPORTING PUPILS FOLLOWING A CONSEQUENCE

- 13.1 Following a consequence, staff will support a pupil to understand how to develop strategies to manage their emotions and self-regulate.
- 13.2 Staff will do all they can to avoid pupils feeling shame but recognise that they may exhibit a shame response following an incident. Staff will support pupils to try and reduce feeling this way through supportive communication.
- 13.3 Staff will also support pupils to access their learning and demonstrate positive behaviour.

Examples of support include:

- Reintegration meetings
- Update risk assessments, ILPs/ IBPs
- Update 'All about me', sensory and communication profiles
- Update positive handling plans
- Mentoring sessions
- Parent meetings
- Safe spaces
- Activities of choice
- Behaviour targets
- Bespoke rewards

13.4 Restorative Conversations

- 13.4.1 Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening, and to

resolve them if they do happen. We aim to use restorative conversations to develop a pupil's ability to reflect and explore:

SEMH Context	SLD/ PMLD Context
• What happened? • What were you thinking at the time? • What have your thoughts been since? • How do you feel about what has happened? • Who has been affected by what has happened? In what way? • What needs to happen to put things right? • Is there anything else you would like to say at this time?	• Can you show or tell me what happened? (Use objects, photos, symbols, or gestures as needed.) • How were you feeling when that happened? (Support with a feelings board, emotion cards, or sensory cues.) • How do you feel now? (Use present-focused language and communication tools.) • Did anyone else feel upset or hurt? (Help them name or point to others involved, with gentle prompting.) • What can we do to help everyone feel OK again? (Offer choices – e.g., say sorry, give space, do something kind.) • Would you like to do anything to help make it better? (Suggest ideas or use visuals – e.g., "help put it back," "give a smile.") • Is there anything else you want me to know or feel? (Allow time, repeat or rephrase, and observe for signs of communication.)

13.5 Recording Behaviour Incidences

13.5.1 Behaviour incidents will be recorded as soon as practically possible in each academy designated behaviour recording system (e.g. The trust's MIS or MyConcern).

14.0 SUSPENSION & PERMANENT EXCLUSION

14.1 Suspensions will be used as a last resort. However, it is acknowledged that they are sometimes necessary to ensure a calm and safe environment for all pupils and staff. Headteachers can use suspension or permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following extensive support and intervention.

- 14.2 In deciding whether to issue a suspension or permanent exclusion the academy will have reference to the HEdT Suspension and exclusion policy and legislation that governs the suspension and permanent exclusion of pupils.
- 14.3 Prior to any suspension being agreed, the headteacher must have consulted with HEdT's Director of Education before a decision has been made.
- 14.4 Prior to any permanent exclusion being agreed the headteacher must have consulted with HEdT's CEO before a decision has been made.

14.5 Separation of pupils for safeguarding purposes

In exceptional circumstances, an academy may need to temporarily prevent a pupil from attending the academy premises for safeguarding reasons. This may include situations where an allegation of harm has been made and it is necessary to physically separate a pupil from one or more other pupils while safeguarding enquiries, risk assessments or multi-agency discussions take place.

This is not a suspension or permanent exclusion and must not be used as a disciplinary sanction. It should only be used in rare circumstances where physical separation is essential and cannot reasonably or practically be achieved while the pupil remains on the academy premises.

Where this action is considered necessary, the decision must be made on a case-by-case basis, with the Designated Safeguarding Lead or a deputy working with the Headteacher to assess risks associated with planned actions. The academy must consider its duties under Keeping Children Safe in Education, the Equality Act 2010 and the Human Rights Act 1998, and must act reasonably, proportionately and fairly.

Parents, or the relevant pupil, must be informed of the reason why the pupil has been temporarily forbidden from attending the premises. The headteacher must ensure the Trustees are notified without delay.

Where education is not arranged by the academy, the local authority will be responsible for arranging suitable education for the pupil during this period. The headteacher and DSL will work with the local authority and any relevant safeguarding partners, including children's social care and/or the police where appropriate, to ensure that the pupil's education, welfare and safeguarding needs continue to be met.

Any decision to temporarily prevent a pupil from attending the premises for safeguarding purposes must be kept under regular review and should last only for as long as is necessary to manage the safeguarding risk.

15.0 SUPPORTING PUPILS FOLLOWING A SUSPENSION

- 15.1 Following a suspension, a reintegration meeting with the parent and the pupil will be arranged to support the pupil's successful return. This meeting is essential for restoring relationships, rebuilding trust, and setting clear expectations for future behaviour.

The pupil will not be prevented from returning to the academy because parents are unable or unwilling to attend the reintegration meeting.

The reintegration meeting will allow the school to address the underlying causes of the behaviour, collaborate on support strategies, and ensure the pupil feels welcomed back into the learning environment. By promoting accountability and involving both parents and the pupil in the process, the meeting will aim to prevent future issues from occurring and ensure successful reintegration for the pupil.

15.2 For pupils who need more intensive support with their behaviour or pastoral needs or who are at risk of suspension or permanent exclusion, support may be sought from external sources.

15.3 The academy will:

- Share information with multi-agency partners if appropriate and consult with parents
- Deliver a broad and balanced curriculum offer
- Maintain a positive, visible presence from academy leaders
- Deploy staff with the appropriate skills so pupils can be supported with their behaviour and learning needs to ensure effective impact and progress
- Actively involve pupils and parents in reintegration discussions

16.0 MOBILE PHONES & WEARABLES

16.1 Mobile phones and wearables are **not permitted for use on any academy site** due to the safeguarding risks they present and their potential to contribute to unsafe or detrimental behaviour.

Pupils are expected to leave mobile phones and wearables at home, as they are not needed during the school day.

Where a pupil requires a phone/ wearable for medical reasons or to communicate with parents while travelling to and from school, a reasonable adjustment can be agreed. This must be formally documented with the Headteacher or a member of the academy leadership team.

16.2 All pupils must hand in their phone/ wearable on arrival each day, using the designated pouch system or directly to a member of staff. Phones/ wearables will be stored securely and returned at the end of the school day. Where pupils fail to comply, parents may be contacted to support with resolving the issue where necessary.

16.3 If a pupil brings a mobile phone/ wearable to school, it is done so entirely at their own risk. The Trust accepts no liability for any loss, theft, or damage.

All adjustments or exceptions will be agreed on a case-by-case basis and recorded on a mobile phone/wearables agreement which will be reviewed regularly.

17.0 REASONABLE FORCE

17.1 All trust academies follow the most recent Department for Education guidance.

17.2 HEdT has a mandatory Restrictive Physical Intervention & Use of Reasonable Force Policy that is adhered to across the Trust.

18.0 PROHIBITED & BANNED ITEMS

18.1 Prohibited items

18.1.1 The following are "prohibited items" under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012 / 951):

- knives or weapons, alcohol, illegal drugs and stolen items;
- tobacco and cigarette papers, fireworks and pornographic images;
- any article that a 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 the property of, any person (including the pupil)

18.2 Banned items

18.2.1 The academy has identified the following as banned items as it reasonably believes them to be likely to cause harm or disruption:

- Vapes & electronic cigarettes
- Products containing nicotine such as pouches or gum
- Lighters & matches
- New Psychoactive Substances (NPS) (unofficially known as 'legal highs')
- Energy drinks & fizzy drinks
- Aerosols (other than essential medication) & perfumes
- Chewing gum
- Correction fluid, permanent marker pens
- Cameras
- Smart devices
- This includes but is not limited to; mobile phones, smart wearables, headphones, smart technology with recording/video capability

18.2.3 Pupils must not have these items in their possession on academy premises at any time when they are under the lawful charge and control of the academy staff e.g., external visits/trips.

19.0 SEARCHING, SCREENING & CONFISCATION

19.1 Searching, screening and confiscation will be conducted in line with the [DfE's latest guidance on searching, screening and confiscation](#) guidance and the HEdT Searching, Screening & Confiscation Policy.

20.0 SUSPECTED CRIMINAL BEHAVIOUR

- 20.1 If a pupil is suspected of criminal behaviour, the academy will make an initial assessment regarding whether to report the incident to the police.
- 20.2 When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.
- 20.3 If a decision is made to report the matter to the police, either the headteacher, deputy headteacher or DSL will make the report. The academy will not interfere with any police action taken, but the academy may continue to follow its own investigation procedure and enforce consequences, as necessary, as long as it does not conflict with police action.
- 20.4 If a report to the police is made, the DSL will make a tandem report to children's social care, if required.
- 20.5 The Director of Safeguarding and Attendance should be informed if a report is made to the police.

21.0 BULLYING

- 21.1 HEdT believes that all pupils are entitled to learn in a safe, supportive environment, free from all forms of bullying. We are committed to a zero-tolerance approach to bullying and expect all staff, parents, and pupils to work together to prevent and reduce any occurrences. Any incidents of bullying will be taken seriously and addressed promptly and effectively.
- 21.2 At HEdT, "bullying" is defined as;

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological, it can happen face-to-face or online'.

- 21.3 Please refer to the HEdT Anti-Bullying policy for further information.

22.0 ZERO-TOLERANCE APPROACH TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE

- 22.1 Sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils whose behaviour falls below expectations will receive a consequence.
- 22.2 Academies across HEdT we will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life, or an expected part of growing up. All staff must challenge inappropriate language and behaviour between pupils and ensure respectful relationships and high standards of conduct between staff and pupils at all times.
- 22.3 All victims will be reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of an academy will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they

are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.

- 22.4 Please refer to the HEdT Safeguarding and Child Protection policy for further information.

23.0 UNSAFE AND DETRIMENTAL BEHAVIOUR ONLINE

- 23.1 Trust academies expect the same standards of behaviour online as offline: everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour.
- 23.2 When an incident involves nude or semi-nude images and/or videos, staff should refer the incident to the DSL (or deputy). The DSL/ DDSL will follow guidelines as detailed in the HEdT Safeguarding and Child Protection policy.

24.0 OFF-SITE INCIDENTS

- 24.1 Consequences may be applied when a pupil displays detrimental behaviour while representing the academy off-site. This includes behaviour that occurs when the pupil is:
- Taking part in any academy organised or academy related activity (e.g. school trips)
 - Travelling to or from school
 - Wearing school uniform
 - Representing an academy at events
 - In any other way identifiable as a pupil of our trust
- 24.2 Consequences may also be applied where a pupil has demonstrated detrimental behaviour off-site, at any time, whether or not the conditions above apply, if it:
- Brings an academy into disrepute
 - Could have repercussions for the orderly running of an academy
 - Poses a threat to another pupil
 - Could adversely affect the reputation of the trust
- 24.3 Consequences will only be given out on academy premises or elsewhere when the pupil is under the lawful control of a staff member e.g. on a academy-organised trip.
- 24.4 When non-criminal behaviour or bullying occurs off academy premises or online and is witnessed by a staff member or reported to the academy, the academy will:
- Gather information and evidence
 - Take witness statements including from the alleged perpetrator

- Inform parents of the incident
- Inform any relevant services/agencies e.g. Pupils services

25.0 MALICIOUS ALLEGATIONS

- 25.1 Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to implement a consequence to the pupil in accordance with this policy. This decision will be made by the Headteacher.
- 25.2 Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to implement an appropriate consequence to the pupil in accordance with this policy.
- 25.3 In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer (LADO) and HEdT Director of Safeguarding and Attendance, where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help.

If so, a referral to children's social care may be appropriate and this will be acted on in consultation with the DSL and our own safeguarding procedures as outlined within the HEdT Safeguarding and Child Protection policy.

26.0 PUPIL TRANSITION

26.1 Inducting incoming pupils

- 26.1.1 Each academy will support incoming pupils to meet behaviour standards by providing an age-appropriate induction process to familiarise them with the behaviour policy and the wider school culture.
- 26.1.2 This will include any pupils who start at any of the academies mid-year.

26.2 Preparing outgoing pupils for transitions

- 26.2.1 To ensure a smooth transition to the next year, pupils will have time to get used to their new class team, teacher/s, classroom and other learning spaces through pastorally-based transition sessions and days and events such as 'Meet the Team' Day and 'Stay and Play' sessions which include their wider family.
- 26.2.2 To ensure behaviour is continually monitored and the right support is in place, information related to the behaviour issues of any pupil will be transferred to relevant staff at the start of the term or year.

27.0 STAFF INDUCTION, DEVELOPMENT & SUPPORT

- 27.1 As part of the staff induction process, staff across HEdT provided with regular training on dealing positively with and managing behaviour, including training on:
- School processes and systems – implementation of this policy

- Safeguarding and Child Protection training
- Cambridge Therapeutic thinking (CTT)
- Restorative practice and communication
- Relational practice
- The advised use of restraint
- The needs of the pupils at the school
- How child protection, SEND and mental health needs can impact behaviour

27.2 Behaviour management will form part of continuing professional development across each HEdT academy.

28.0 MONITORING & EVALUATING BEHAVIOUR

28.1 HEdT academies will collect data on the following:

- Behaviour incidents by key groups (SEND, LAC, PP, Ethnicity, PP, EAL, Gender, Year group, Key stage etc.)
- Attendance, permanent exclusions and suspensions
- Incidents of searching, screening and confiscation
- Incidents of positive handling/reasonable force
- Anonymous surveys of staff, pupils, trustees and other stakeholders on their perceptions and experiences of the trust's behaviour culture

28.2 The data will be analysed by the behaviour lead for each academy. Data will be reviewed at a trust level and this analysis will be used to support academies to be proactive in improving pupils behaviour.

28.3 Each academy will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the respective academy will review its practices to address it

29.0 PUPIL VOICE

29.1 Asking pupils about behaviour across the trust, and the implementation of the Behaviour Policy, is a regular feature of trust wide self-evaluation.

29.2 Each academy commits to listening to the voices of pupils and, in line with Article 12 of the United Nations Convention on the Rights of the Pupil (UNCRC), will provide an opportunity for all pupils to have a say in matters which affect them and to be involved in decisions that affect them, as far as is appropriate.

29.3 Across HEdT, pupils' voice will be gathered through school council, class discussions, surveys and any other age and stage appropriate way.

30.0 COMPLAINTS



- 30.1 Complaints regarding any aspects of the Behaviour Policy will be addressed under the HEdT Complaints Policy.
- 30.2 Concerns about wrongdoing at HEdT academies in relation to the behaviour policy, such as malpractice, mismanagement or breach of health and safety law or any other illegal or unethical act either on the part of management, the Trust board or employees should be raised using the Whistleblowing Policy.