



Behaviour and Relationship Management Policy

2026/2027

Person responsible for the Policy:	Jack Beech
Date Written:	February 2026
Signed:	
Date for Review:	August 2026 (Reviewed) August 2027

Key Changes Made:	
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1. Purpose

Everly East approaches behaviour in a positive, trauma informed and attachment aware manner, which facilitates mutual respect and identifies and celebrates positive behaviour. The whole school culture and ethos reflect the ambitions of a self-improving community who embrace evidence based practice and encourage, support and celebrate positive behaviours in all forms.

Recent updates to this policy reflect guidance released in February 2024 - [Behaviour in Schools](#)

2. Our Mission Statement and Vision

The mission of Everly Academy is to lead with care and teach with purpose. We provide a safe, relational, and personalised alternative education for pupils who are unable to thrive in mainstream settings, where every young person is known, valued, and supported to grow. Through high-quality bespoke education and a culture of belief, we nurture aspiration and self-belief, equipping learners with the confidence, resilience, and skills they need to shape positive _____ and _____ meaningful _____ futures.

3. Creating and maintaining high standards of behaviour

- A culture that promotes excellent behaviour that ensures pupils can learn in a calm, safe, and supportive environment and protect them from disruption.
- A clear understanding about which behaviours are permitted and prohibited; the values, attitudes, and beliefs they promote and the social norms and routines that are encouraged throughout the school community.
- Work in close liaison with parents/carers and other stakeholders to provide a team around the child.
- Measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils EHCP needs.
- A school culture where pupil safety and welfare is prioritised with staff putting measures in place to keep children safe; staff are aware of safeguarding responsibilities as set out in statutory guidance Part 1 of [Keeping children safe in education 2025](#)) and whole school Safeguarding Policy, Mobile Phone Policy, Anti-Bullying Policy, Physical Intervention Policy.
- Build positive relationships with young people who have often had negative experiences of the education system.
- Reward positive achievement and celebrate success to build positive mental health.
- Promote self-control and management encouraging young people to self-manage their emotions and behavioural responses to personal challenges.
- Support young people in understanding and making positive choices.
- Invest time, care, support and guidance in young people and use this investment to promote positive engagement and behaviour, while allowing them to avoid negative behaviour that hinders their own and others' progress
- Ensure pupils know what is meant by bullying related to race, religion and cultural, homophobic bullying, bullying of pupils with a disability, sexist or sexual bullying and cyber bullying.
- Deal promptly, fairly and firmly with bullying incidents and sexual harassment
- The school has an Anti-Bullying Policy to ensure consistency across school. We strive to be an inclusive school.

4. We Believe That

- Students who feel valued, safe and able to achieve are less likely to express their feelings through their behaviour
- Students who are given opportunities to succeed and have their achievements recognised and rewarded tend to behave appropriately
- If the ethos of the school is positive and there is a culture of mutual respect, this will assist students in behaving appropriately and achieving higher standards of learning
- Students who are treated consistently with clear and realistic expectations are more likely to behave in a positive manner
- Students with SEMH often need established routines to help them deal with the everyday circumstances and demands
- Students with SEMH often find it difficult to 'move on' from challenging behaviour and need adults to initiate 'bridge building' providing opportunities for students re-engage positively

5. Trauma Informed and Attachment Aware Approach and Language

Everly East promotes a trauma-informed and Attachment Aware culture, ethos and language. Staff will look to complete specific training in these areas.

Everly East will look to complete a Trauma Informed and Attachment Aware Award.

In managing relationships staff consistently apply their understanding that all pupils need to be able respond to threats which reflect their inter-personal strategies. Staff are aware that pupils will seek:

- **Safety** when faced with perceived danger
- **Comfort** when faced with perceived distress
- **Proximity** when faced with perceived isolation
- **Predictability** when faced with perceived chaos

(Crittenden and Claussen 2000)

These interpersonal strategies may result in negative behaviours when the pupil has an insecure attachment style.

Staff should, in- keeping with this model (Dynamic Maturational Model - Crittenden and Landini 2011), seek to ensure that they offer:

- **Consistently predictable and attuned responses** as attachment figures.

Staff should also be conscious that many pupils have possibly previously experienced either:

- **predictable but un-attuned** responses from attachment figures/care givers
- or **unpredictable and variably attuned** responses from attachment figures/care givers

6. Code of Conduct

Pupils with SEMH are often from chaotic backgrounds. They need to know that school is a caring, ordered and safe environment for them and the adults working with them.

The code of conduct has been designed so that everybody has the opportunity to live and learn in peace; it has to cover expected behaviour in lessons and around the site. Our code of conduct is a working, breathing 'animal' which forms the whole school basis of our social and emotional target setting. (see target setting).

7. The role of school leaders

- The school leadership team should be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them.
- School leaders should make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.
- School leaders should consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy.

7.1 The role of pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this;

- Every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.
- Pupils should be taught that they have a duty to follow the school Relationship Management policy and uphold the school expectations, and should contribute to the school culture.
- Pupils should be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the Relationship Management policy.
- Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture.

7.2 The role of staff

- Developing and maintain positive relationships and engender genuine trust.
- Making lesson objectives clear.
- Develop a positive classroom culture and make pupils feel welcomed, accepted, valued and support their sense of community and belonging and status and significance.
- Communicating relevance and importance of work tasks and learning.
- Being patient and accounting for students' learning barriers.
- Encouraging practice of these skills in a way that accounts for students' emotional state and difficulties.
- 'Catching students being good' and praise and celebrate them heavily for success however large or small (in a way that the pupil can manage emotionally).
- Challenging negative self-talk and personal self-criticism and instead encourage a 'Growth Mindset'.
- Encouraging mental, physical health and wellbeing and modelling this themselves.

8 Preventing / Avoiding Crisis and Maintaining a Positive Environment

It is the duty of all staff working with the school to promote positive wellbeing and to encourage learning. This has to be achieved by having a positive learning environment, positive rewards system and a behaviour policy and procedures that are complimentary to the learning and ethos of the school. Each aspect of the school's offer should also be underpinned by up to date knowledge and training on influencing factors such as SEND diagnoses, attachment and trauma, mental health and key safeguarding/child protection factors.

The Relationship Management policy should support the day to day running of the school. Staff and pupils should be aware of what is and what is not best practice for themselves and for pupils. Staff should have a range of 'tools' that enable them to deal effectively with many of the difficulties experienced within a classroom.

As professionals, staff should use positive trauma informed and attachment aware language to support our pupils. Staff should model high expectations of themselves and challenge/ identify good practice in colleagues to create a supportive positive environment for the pupils.

Many of SEMH pupils with more prevalence in looked after children rely upon transitional objects. These are material objects to which children feel a certain sense of attachment. The position of children in regard to transitional objects is not a playful one, but rather one of possession. These objects fulfil an important function in the process of separation between children and their mothers. They also play an important role in a child's self-identification as an individual. These objects could be a soft toy, mobile phone, tablet, blanket, item of clothing. Staff should be aware of the significance and security these items bring.

These skills range from the development of an appropriate curriculum and school day to a system of support that can be utilised when pupils fall outside the range of school's normal behaviour management.

9. Formula for success

To encourage positive behaviour certain factors and principles should be central to our approach.

a) Be Attachment and Trauma aware – many pupils will have experienced domestic, emotional, physical and academic trauma and lack understanding/experience of positive attachments

DO: ensure you are 'attuned' to the child, be an empathetic and reflective practitioner. Be predictable and consistent in your manner, emotional responses and duties.

DO NOT: be 'un-attuned' or unpredictable – be aware that pupils are looking to you for emotional support and empathy. Unpredictability creates uncertainty, fear and anxiety and can prevent the development of secure attachments.

b) Staff should be positive role models, especially to young people who have often been let down by adults in the past. This permeates all aspects of the school community.

DO: be welcoming, warm, polite and non-judgemental.

DO NOT: bear grudges, use sarcasm or use language or take actions that could cause pupils to feel embarrassed or humiliated.

c) Have high expectations of pupils, but do not turn this into a pressure they cannot cope with.

DO: praise good behaviour, including academic success.

DO NOT: make excuses for not responding and adapting to challenges; high expectations are the result of staff ambition and low expectations reflect the opposite.

d) Be organised and prepared.

DO: be punctual, be 'one step ahead'.

DO NOT: create situations of unpredictability, angst, uncertainty or conflict which could be avoided with appropriate planning.

e) Act calmly and confidently in your speech and demeanour, even when in a crisis.

DO: remember the student is looking to you to lead and make safe, rational and reliable decisions.

DO NOT: shout or lose your temper, it damages attachments and undermines the child's security. It may open memories of previous traumas and present a barrier for communication.

f) Don't place yourself in a 'no-win' situation.

DO: think before speaking.

DO NOT: promise something you cannot/should not deliver.

g) Avoid dealing with high emotion and debate in the presence of a group. Individuals may escalate behaviour in front of an audience.

DO: separate the individual from peers if possible.

DO NOT: try and 'win', do not allow yourself to be personally, emotionally compromised. Exercise humility.

h) Offer pupils escape routes.

DO: give pupils more than one choice, guide them to choose positive options.

DO NOT: 'back students into a corner' and confuse compliance/control with positive behaviour regulation/management.

i) Be vigilant. Know what pupils are doing and where they are. Look out for combinations of students that could be lead to negative behaviours

DO: diffuse situations before they develop – anticipate and intervene positively!

DO NOT: abdicate responsibility for dealing with such situations.

j) Pay attention to detail in the application of agreed rules, routines and management strategies (e.g School and class expectations, SFP (School Focus Plan), intervention plans, etc).

DO: be consistent and fair in the application of *all* expectations.

DO NOT: ignore basic established practices i.e running in corridors, following behaviour plans.

k) Invest time in students – like a bank it gives both parties something to draw upon when required It enhances relationships.

DO: engage in activities, go the extra mile, show personal interest in students (remember how often many of them have been let down by adults before).

DO NOT: promise something you cannot deliver or have ‘favourites’

l) Catch students being good.

DO: tell them they have done something well and how they did it.

DO NOT: assume they ‘know’ what *the right thing* is. Also do not reference previous negative behaviours/language

m) Give support to (and do not be afraid to ask for advice or help from) colleagues.

DO: share good practice and agreed strategies – work as a team.

DO NOT: be in denial of problems in the face of challenges.

n) Retain a balanced view, keep things in perspective.

DO: have a sense of humour and talk to colleagues about how you are feeling.

DO NOT: become introspective and self-critical following mistakes or challenging circumstances, we all have our resilience tested at times.

o) Maintain a clean, trauma informed learning environment.

DO: clean up evidence of damage / chaotic environments, encourage pupils to put things right. Model good practice

DO NOT: leave it for somebody else, take responsibility.

p) Be aware of pupils individual support systems and Adverse Childhood Experiences.

DO: read Pen Portraits/ transitional informational. Talk to colleagues about individual strategies.

DO NOT: remove items of comfort/ restrict movement, attachments and relationships.

10. Ethos and Strategies

There are going to be a very wide variety of strategies used by different staff and their impact is also going to vary according to the student. The list given is not exhaustive, but rather descriptive of the methods used to manage behaviour:

- Relationships
- Engagement
- Attunement
- Clear expectations of behaviour for learning – Everly East’s ‘non-negotiables’

- Behavioural, Academic and Wellbeing Interventions
- Encourage pro-social behaviours
- Individual Behaviour Plans
- Class expectations (displayed)
- Proportionate Rewards and Sanctions
- Pleasant greeting on arrival / made to feel welcome
- Re-direction or distraction – new task or a ‘job’
- Fostering of Positive Relationships
- 1:1 support (in and out of class)
- Emotional Support Unit access
- Inclusion Officer Support
- Learning Conversations
- Praise and celebration of success
- Certificates of achievement
- Consistency and punctuality of staff
- Accurate differentiation and accounting for additional needs
- Setting of challenging work tasks within students’ ability, suitably presented and differentiated
- Positive behaviour modelling by staff members

This list is not hierarchical by any means and there are many others besides, the key strategy however is always primarily relationships, **engagement and attunement**.

11. Everly East’s Mantra

Everly East is reforming its behaviour system to reflect our belief that behaviour, just like learning, wellbeing, or any other aspect of school life, must be approached with **equity, not equality**. Our pupils do not arrive with the same experiences, needs or emotional histories, and therefore our responses must be shaped by **knowledge of the individual**, not a one-size-fits-all model. To embed this, we are introducing our new behaviour mantra: **TRI – Trust, Respect and Independence**. This acronym is intentionally a play on words; we want every pupil to “TRI” in a way that is relational, achievable and meaningful to their own abilities. TRI represents the three core characteristics that underpin positive behaviour at Everly East, and staff will use these characteristics to make **subjective, relational assessments** of pupils throughout the day – sometimes hourly – to track trends, celebrate progress and identify areas for support. Our existing non-negotiables will now sit within the TRI mantra, becoming the practical behaviours through which Trust, Respect and Independence are taught, modelled and reinforced across the school.

12 Rewards and Sanctions

12.1 What are the ‘Appropriate and Proportional Rewards and Sanctions?’

Clearly there are going to be a wide range of sanctions and rewards across the school. Each class group will require different types of reward and sanctions and they will doubtless be implemented in different ways by different staff members.

Everly East uses a Behaviourist approach to Rewards and Sanctions – but it is important to appreciate that this is only effective when applied alongside relational and developmental approaches – note these in the table below. Punitive or rule-based strategies are of limited effect, especially for SEMH pupils.

  	<i>Behaviour Models</i>		
	Punitive/ Rule-based	Behaviourist/ Consequence-based	Relational/ Developmental
<i>Main means of behaviour management</i>	Fear	Consequences	Relationship
<i>Children & young people are</i>	responsible for their actions	learning	developing, error-prone & highly responsive to environment
<i>Boundaries are to</i>	indicate right and wrong	make standards clear	try to meet everyone's needs
<i>Rules should be</i>	enforced without exception	clearly communicated	developed together and adapted where needed
<i>Behaviour is something to</i>	control	manage	interpret
<i>Consequences are</i>	sanctions & punishments	ways to shape behaviour	a last resort, only used within a process of rupture & repair
<i>"Inappropriate" behaviour is</i>	wrong-doing, deliberate	learned, not necessarily voluntary	a sign either of an unmet need, difficulty coping, or lack of knowledge
<i>The causes of difficulties are</i>	lack of compliance, insufficient discipline	learned poor responses, lack of appropriate reinforcement	mostly in the environment, felt relationships or developmentally appropriate
<i>Solutions lie in</i>	the child	adjusting consequences	understanding what the behaviour tells us about the child & their needs
<i>Children who don't manage should be</i>	excluded or fixed	helped and given intervention	understood & included
<i>Policy effectiveness is measured by</i>	compliance	behaviour change	well-being

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It isn't possible to prescribe a list or tariff of sanctions; neither could we 'force' an inappropriate reward on a student. However, it is logical to suggest the following:

12.2 Rewards whilst reviewing equity

- Rewards should be consistent and fair. Allowing one student a reward but denying it another who has worked equally hard is neither fair nor manageable.
- Rewards can be individualised, but care must be taken that the reward can be offered to other students should they request and earn it.
- Rewards should be offered for – achieving set targets, outperforming set targets, helpful or constructive contributions above and beyond expectations, consistent positive behaviours, responding to behavioural interventions. Again, they may be other reasons outside these which can be explored and outlined on an SFP/Intervention.
- Rewards should be tangible. The students should know how to achieve a reward. Any rewarded subjectively by a member of staff should be explained fully to the student.

12.3 Sanctions

- Sanctions should not be used punitively and as a 'pound of flesh' – it draws the adult into a tit-for-tat mentality. Stimulus – response is to be avoided. They should be administered logically and methodically.
- Sanctions should be proportionate and correctly timed. Thought needs to be given to the 'fall out' from a sanction and the ability and time for a student to 'make amends'.
- Ultimately the aim of a sanction is for the child to see that despite positive attempts to redirect their behaviour has led to this consequence and some loss of privilege. Notice 'privilege', we cannot sanction things the students have every right to.
- There is a risk in reaching for the biggest sanction too early in many cases, listing possible sanctions for individual students on a Reward scheme, Intervention should help to avoid this occurring.
- The over-riding principle should be that sanctions are designed to change behaviour over time.

12.4 The purpose of any reward or sanction should be clear to staff member and student alike.

Everly East School supports the notion that:

“Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.”

(Behaviour in Schools, September 2022 section 44, citing [Mental Health and behaviour in schools guidance](#)).

“Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil’s personal circumstances. The school should have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.”

(Behaviour in Schools, September 2022 section 48)

What sanctions are there?

The [Behaviour in Schools](#) guidance (February 2024) indicates that the following sanctions are appropriate and could include the following:

- a verbal reprimand and reminder of the expectations of behaviour;
- the setting of written tasks such as an account of their behaviour;
- loss of privileges – for instance, the loss of a prized responsibility;
- detention (*though at Everly East this should be discussed and ratified by SLT on a case-by-case basis*);
- school based community service, such as tidying a classroom;
- or being placed “on report” for behaviour monitoring;
- suspension; and
- in the most serious of circumstances, permanent exclusion.

Everly East specifically employs the following sanctions:

- **Loss of rewards or privileges** – for many students the simple withdrawal of a reward or privilege/incentive is a sanction in itself. Any good reward system should pair a positive reward with a sanction based on behaviours/achievements (on a linear scale). This behaviourist approach is well tried and tested. If a reward or privilege is withdrawn as a sanction there should be logical and progressive steps before the sanction is applied. Equally students must be given the opportunity to ‘reverse out’ of a potential sanction with prescribed positive behaviours/actions.
- **Catch up work/alternative tasks** – in the event of absencing or incomplete work staff may engage a student in catch up or alternative tasks. These are not prescribed, however every attempt should be made to make this an engaging process in the student’s own time. It is an occasion where staff should seek to build bridges and resolve problems that have seen absencing/refusal to work.

Supporting pupils following a sanction

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted discussion (learning conversation) with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents or carers
- inquiries into the pupil's conduct with staff involved in the school's Behaviour Hub and Emotional Support Unit
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate.
- Planning of interventions or strategies to the pupil's SFP (SCHOOL FOCUS PLAN) or setting mid-term targets for improving self-regulation and management of behaviour

What rewards are there?

Currently at Everly East we use an Individual Target based system to awards points as part of the reward system. Points are awarded for engagement, meeting Emotional targets (these will be set by the emotional profile baseline Motional) and an individualised EHCP Target (This can be emotional, social, mental health or even physical).

Points can be spent on school reward trips and activities. Weekly awards to presented in assembly to acknowledge those meeting their targets.

There are other informal reward systems in place across the school based on a range of rules, expectations and performance targets. These are implemented and governed by individual class teachers.

- Top of the Tables** – each week staff are asked to nominate students for 'Student of the Week'. A justification is provided for their nomination. Staff then vote on who they feel has earned 'Student of the Week' status. Nominees and Winners are then reconsidered for the half termly, termly and yearly awards.

For 'Top of the Tables', the students gets some time to complete a rewards activity with a senior leader.

- Best attendance** – all students with 100% school attendance enter a half termly, termly and yearly draw. The emphasis is on positive outcomes for consistent attendance to school.

Best Attendance' the winners receive:

Half termly total winner gets a £10 voucher.

Termly total winner gets a £15 voucher.

Yearly total winner gets a £40 voucher.

- Golden Tickets** – Each member of staff gets a golden ticket each week to give to pupils in 'situ' when a pupils has gone above and beyond to help somebody else. When a pupil receives a golden ticket they can trade it in for a reward. There is also a random golden ticket placed under a tray at lunch time for a lucky pupil. This is to give the pupils something for nothing because it's good to make people happy.

Codes of Conduct/Class expectations/ behavioural contracts

Classes should have written codes of conduct, class expectations or student contracts where all students and staff mutually agree to certain standards. These class rules should be revisited frequently and referred to when addressing behaviour. All classroom should have Everly East non-negotiables displayed.

Suggested implementation of rewards and sanctions systems

A simple way of ensuring consistency and fairness in applying rewards and sanctions is to make the system linear. All reward systems at Everly East should fall in line with this approach. There should be some form of 'sliding scale' of reward and sanction that the student can observe. The scale should relate to behaviours – 'fair pairs', e.g. rewarded politeness at one end and sanctioned swearing at the other. More carrot, less stick is important. We want students to gaze at the carrot and glance at the stick, not stare at the stick and glance at the carrot.

It should be remembered that not every reward or positive reaction should be contingent on students' behaviour alone. Everly East works very much on a principle of 'grace' and managing students with unconditional positive regard.

Targeted Support

- a) **Personal/Engagement Targets** - LearnTrek is an online tool that allows us to track behavioural patterns and areas of success and weakness. Essentially the tool tracks students lesson by lesson in terms of engagement, work tasks and their personal target. Scoring for each area is done by awarding marks between 1 and 5. 1 representing a fully, positive completion of the lesson, task or target and 5 represents a failure to achieve.
- b) **EHCP Targets** – This is a Smart target selected from the pupils individual EHCP. It will be broken down into chunks and will be in pupil speak. Scoring is done by awarding marks between 1 and 5. 1 representing a fully, positive completion of the lesson, task or target and 5 represents a failure to achieve. This is tracked via LearnTrek.
- c) **Motional targets** – these targets are 'prescribed' following a completion of the Motional's emotional needs scale based on unmet emotional needs. It is based on Professor Jaak Panksepp's research on emotional systems in the brain and extensive research, studies and expertise in executive functional skills. It can record ACEs and Protective Factor scores where required and gives staff a whole-brain picture of students' mental health and wellbeing. Success is determined by achievement according to the baseline score. This is reviewed termly.
- d) **Individual Behaviour Plans (SFP (School Focus Plan))**
These outline how individual students are to be managed. They are constructed in the following way:
 - 'What' are the problem behaviours?
 - 'Why' do they occur?
 - 'How' do we manage them?
 - Within the 'how' area there is more detail about early intervention, calming, reaction management, recovery and significant adults.

Students contribute to their SFP (School Focus Plan) via 1:1 discussion with tutors or keyworkers. SFP (School Focus Plan) are reviewed and updated appropriately, links are made to ongoing risk assessments where necessary.

The content of SFP (School Focus Plan) will effect the planning and presentation of in-class adaptations and Behavioural Intervention records.

- e) **Interventions plans/records**
Where students are experiencing increasing difficulties in or out of school we often see behaviours that are exaggerations of existing behavioural problems, or sometimes new unexpected behaviours. In the event where SFP (School Focus Plan) or in-class adaptations fail to meet these new problems staff will complete an intervention record.

Intervention records ask the same questions as the SFP (SCHOOL FOCUS PLAN), however they are more specific. They in effect 'zoom in' on the presenting behaviour and the same process of 'what, why and how' is followed.

Students can have an input into these intervention records and help put together negotiated strategies to help them. The records also outline who is responsible and provide a timescale for review. These also provide a long term record for interventions that have been tried and have succeeded or failed. Intervention records are not 'magic wands' and they may need refining or changing completely before a successful resolution to the problem.

15. Suspensions and Exclusions

Suspensions and permanent exclusions are rare occurrences at Everly East due to the culture of addressing behavioural concerns and risks with positive responses and incentivised interventions. The basis of the relationship management policy is to avoid applying a 'one size fits all' behaviour management system. We recognise that each pupil has arrived at Everly East with individual needs and a varying ability to respond behaviourally, social and emotionally to the demands placed on them.

As such it is sometimes necessary to apply exclusions as sanction. The purpose is to:

- Reinforce absolutes in terms of behaviour, specifically those which place the pupil, others or property at significant risk.
- Communicate these absolute boundaries to the individual and allow peers to recognise when the level of risk or behavioural choice is unacceptable.
- Underline consistent breaches in behavioural expectations.
- Underline one off extreme behaviours as unacceptable.

Each case is individually judged on the consistency of the behaviour, the level of risk presented and the pupil's ability to self-manage behaviours over time and in future. Previous disciplinary measures, parental/carers meetings and input and external influences will all be weighed up as part of the decision.

While the decision to exclude ultimately lies with the headteacher a corporate response by the senior leadership team informs the decision making process.

Examples of behaviours which *could result in exclusion are:

(* this is not definitive or exhaustive list and discretion is applied based on information available, individual circumstances and internal mechanisms for discipline and support).

- Assaults on peers or staff
- Aggressive and intimidating behaviour (verbal, physical and via social media) which threatens the safety and security of peers and staff
- Damage to school property
- Sexual harassment or abuse of peers, staff or visitors
- Criminal acts not already listed
- Use of or exchanging of illicit materials/substances including drugs and alcohol
- False allegations against staff
- Behaviour which seeks to exploit or harass individuals, including bullying, racial abuse, peer on peer abuse, homophobic abuse (though related cognitive ability and social understanding will inform the response)
- Smoking/vaping
- Absconding and/or failing to respond to reasonable risk related boundaries
- Mis-use of social media or mobile devices in a way which influences the list above
- Coercion or exploitation of vulnerable peers in relation to the listed behaviours
- Any other behaviour which consistently undermines the good order of the school and others' learning

- Any behaviour which seriously jeopardises the wellbeing of pupils or staff

Despite the described behaviours the headteacher reserves the right to apply or disapply the behavioural expectations

Everly East takes note that in the [Behaviour in Schools](#) sections 58 & 59 the guidance states:

“Schools should consider whether a pupil’s SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the [Equality Act 2010 and schools guidance](#).”

“The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed.”

16. The use of reasonable force

All staff at Everly East will be trained in de-escalation and physical support techniques. The school has a robust Physical Support Policy and action plan to monitor its use and recording and review of instances of reasonable force or physical support being used.

Additional to these positive, proactive strategies it is worth noting that the Behaviour in Schools guidance (sections 73-76) makes it clear that:

“There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’.”

“Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.”

“Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.”

“When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.”

Detailed guidance for schools can be found in [Searching, screening and confiscation at school](#).

Section 78 in Behaviour in Schools states *“School staff can confiscate, retain or dispose of a pupil’s property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.”*

17. Guidance on specific behaviour issues

The Behaviour in Schools guidance references Child-on-Child sexual violence and sexual harassment. Details of how Everly East manages this can be found in the following documents:

- Anti-bullying policy
- Child-on-Child Abuse policy (to be read in conjunction with our Safeguarding Policy)

18. Mobile phones

In line with our mobile phone policy, Everly East will not permit any students to maintain use of their Mobile Phone's whilst in school. However, this does mean that they can bring them to school. We explain this by expressing that many of our students will travel into school via Taxi and that a mobile phone provides safety and comfort to students and parents during travel. We collect students mobile phones upon entry to the school and store them safely. They are returned as students exit to enter transport or leave the school site. We do highlight that students at any point can ask to access their phones for appropriate reasons or if it has been highlighted that their phone provides a 'comfort blanket'. Then a mobile phone can be used as an intervention but led and supported by staff in an isolated area of the school.

Section 123 of Behaviour in Schools states:

"If headteachers decide not to impose any restrictions on mobile phones, they should have a clear plan to mitigate the risks of allowing access to phones. This plan, as part of the school's behaviour policy, should outline the approach to mobile phones and be reiterated to all pupils, staff and parents throughout the school year. Headteachers should ensure it is consistently and fairly applied."

19. Emotional Support Unit/Sensory Space

The ethos behind the emotional support unit that as a resource and intervention it provides a trauma informed approach to restorative practice and emotional support access. Our emotional support unit is self-referrable which means that students do not need permission to access this resource. Conversely, each member of staff has the ability to establish routines, rules and boundaries meaning that in some classes, a process is followed before accessing the Emotional Support Unit.

Please know that teaching staff do not have direct access and can only enter when invited. To explain with context. If a member of teaching staff enters a confrontation with a student or is providing an appropriate challenge and the students response is to remove from that situation. If the student has entered the ESU, they have appropriately utilised a resource. If a teacher were then follow to question or even support, the trust and integrity of the resource is gone. We must place trust in our Inclusion officers to restoratively work with students and they will then take the lead on initiating and supporting restorative practice through conversations, comic-strip conversations, social stories and more. Conversely, it is the inclusion officer's role to track and gather data on lesson disruptions and lesson avoidance. This can lead to appropriate but sometimes difficult professional, conversations. Here however, all points raised are from a prospective to improve the experience for the students. Additionally, the inclusion officers will also have to build relationships, recognise trends and understand/challenge when students are attempting to avoid.

20. Equality, Reasonable Adjustments and Behaviour Expectations

Everly East Academy is committed to meeting its duties under the **Equality Act 2010**, which protects pupils from discrimination arising from protected characteristics. These include disability, race, sex, religion or belief, sexual orientation, gender reassignment, and pregnancy/maternity. Schools have a legal obligation under the Act to **make reasonable adjustments** to ensure that pupils with protected characteristics—particularly disabled pupils—are not placed at a substantial disadvantage in comparison with their peers. [[assets.pub...ice.gov.uk](#)], [[educationg...eshead.org](#)]

Commitment to Equality in Behaviour Management

The school recognises that behaviour policies and sanctions must be applied with fairness and sensitivity. In line with the Equality Act 2010, the school will ensure that all disciplinary practices:

- do **not discriminate** against pupils with protected characteristics
- take into account the individual needs of pupils
- actively promote equality of opportunity
- avoid policies or practices that may inadvertently disadvantage specific groups

This duty applies to both day-to-day expectations and decisions made in response to behavioural incidents. Schools must consider whether their “provisions, criteria and practices” place disabled pupils at a disadvantage and must take appropriate steps to reduce that disadvantage. [\[educationengland.org.uk\]](http://educationengland.org.uk)

Reasonable Adjustments to Behaviour Expectations

The school will make **reasonable adjustments** to behaviour expectations, support systems, and sanctions for pupils with disabilities or other protected characteristics where such adjustments are necessary to prevent disadvantage. The Equality Act makes clear that schools must take “reasonable steps” to remove or reduce barriers to participation or inclusion. [\[educationengland.org.uk\]](http://educationengland.org.uk)

Examples of reasonable adjustments may include:

- adapting the way instructions or rules are communicated
- providing additional processing time
- modifying routines where sensory, communication or medical needs make compliance difficult
- adjusting expectations where a behaviour is linked to a disability (while still ensuring safety and boundaries)
- offering alternative sanctions or restorative approaches where appropriate
- ensuring a pupil has access to additional adult support or pastoral intervention
- reviewing environmental factors that may contribute to dysregulation

These adaptations do **not** mean lowering expectations for behaviour, but rather ensuring that pupils are supported fairly and equitably to meet them.

Decision-Making and Recording

When behaviour concerns arise, staff will:

- consider whether a pupil has a disability or other protected characteristic relevant to the behaviour
- reflect on whether any reasonable adjustment should be made before sanctions are applied
- consult with the Designated Safeguarding Lead, SENCo, or relevant pastoral staff where necessary
- record decisions that take account of reasonable adjustments as part of the behaviour management process

This ensures compliance with the Public Sector Equality Duty, which requires schools to have **due regard** to the need to eliminate discrimination, advance equality of opportunity, and foster good relations. [\[assets.publishing.service.gov.uk\]](http://assets.publishing.service.gov.uk)

Working with Parents and Professionals

The school will work collaboratively with parents, carers, and external professionals (including specialist teachers, the local authority and health teams) to:

- understand a pupil's needs
- agree appropriate adjustments
- monitor the effectiveness of strategies
- ensure behaviour approaches remain fair, inclusive, and effective

21. Notification of Sanction

The school will ensure parents are informed of all significant sanctions in a timely and appropriate manner. In line with *Behaviour in Schools* (February 2024), parents will always receive **24 hours' written notice** for any detention held outside normal school hours. Communication will be made using the most suitable method for each family, taking into account the diverse and sometimes complex home circumstances within our community. Where additional vulnerabilities exist, staff will make reasonable efforts to confirm that parents have received and understood the notification to support pupil safety and consistency between school and home. **We do not formally hold detentions. But if a sanction is created to support a student that requires a 'detention after school' format, this will be discussed holistically with parents/carers.**

22. Summary

The management of relationships and behaviour at Everly East is multi-faceted and relies heavily on the quality and consistency of relationship between staff and students. The ethos and culture of the school is warm and friendly, but clear boundaries and expectations are held to.

All staff should support the school's relationship management policy in their conduct and classroom management.

All students and parents should be aware of these boundaries and expectations, but should also be encouraged to contribute to the school community and the development and maintenance of positive relationships.

The Senior Leadership Team consult staff regularly over the quality of relationships, ongoing interventions, rewards and sanctions, causes for concern and complications around implementing any given aspect of this policy.

In the event of any questions or queries arising from this document or its implementation please feel free to contact the Headteacher for discussion.