

Policy Name	Behaviour and Relationships Policy
Trust/Academy Specific	Multi Academy Trust
Statutory/Non-Statutory	Statutory
Date Created	July 2023
Review Frequency	Annual
Review Date	September 2026
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Date Updated:	Updated By:		Date Approved:	Approved By:
July 21	David Turner			
January 23	David Turner/DMO		Summer 2023	Trustees
July 2024	Debbie Mountford		July 2024	Trustees
July 2025	Debbie Mountford		July 2025	Trustees
September 2026			September 2026	

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Introduction

At Solihull Alternative Provision Multi Academy Trust (hereafter referred to as: The Trust), we want students to grow and develop academically, socially, emotionally, and morally. We want to help them to leave our provisions able to proceed into adulthood / further education as confident, qualified people, with a strong sense of self-discipline, respect for others and able to establish and maintain positive relationship with people from all walks of life.

The main aim of students at The Trust is:

- Beat baseline data (academic/attendance etc)
- To ensure students have a destination when they leave school via work, further education, apprenticeships etc
- Reduce the number of suspensions
- To prevent permanent exclusion

Our academies offer students the opportunity to study a mainstream curriculum with bespoke timetables focused on academic subjects, in a much smaller environment than traditionally mainstream learning environments.

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping children safe in education 2026 \(comes into force from 1 September 2026\)](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their Behaviour Policy and Anti-bullying Strategy.

This policy complies with our Funding Agreement and Articles of Association.

Ethos

The simple aim of The Trust is to re-engage our students into education so that they may progress into employment, training or further education. By accessing the same currency of qualifications, we enable them to re-engage with further provision, apprenticeship schemes and/or the workplace.

We want all our students to go on to lead happy, healthy and successful lives, within their chosen destinations: to continue their drive to be the best that they can be and to always make a positive contribution to their community. Good behaviour, a restorative and respectful attitude are key foundations of successful education at The Trust.

Without a ready and respectful atmosphere, effective teaching and learning cannot take place. We believe that this can be achieved by modelling positive behaviour and celebrating successes, rather than highlighting negatives.

Expectations of students

Our academies may employ differing approaches to behaviour management and restorative practice.

However, as a Trust we aim to ensure that every student reaches their learning potential in a healthy, safe environment through an enjoyable, stimulating and challenging curriculum which responds to individual needs. Resilience and respect are key parts of our **Safe, Ready, Respectful, Resilient and Restorative** expectations. By promoting and celebrating good behaviour and successes, positive relationships and good attitudes to learning, our aim is to encourage students to:

- **Be Respectful** – Students are always encouraged to develop an understanding of the ways their behaviour and choices affect other people (including respecting the reasonable needs, wishes and feelings of others).
- **Be Resilient** – Students are coached to self-regulate, control and take responsibility for their behaviour and actions in the classroom and in school life.
- **Be Restorative** – Students are encouraged to develop a responsible, supportive and caring attitude towards other people (and people groups), including their beliefs, thoughts, opinions, attitude to conflict etc. They are also encouraged to appreciate the need to make amends and use **Restorative** practice to repair relationships.
- **Be Ready** to learn – Students are encouraged to consider the impact that their behaviour has upon their learning, and that of other students if they are not ready to access the information taught to them.
- **Be Safe** – Students are encouraged to develop a respect for property, peers, staff and for their environment.

The Trust's expectations of students include:

- 'Check in' correctly and respectfully
- Enter classrooms calmly
- Respect the classroom environment
- Engage with learning
- Talk calmly and respectfully to others

Challenging behaviour of students can be changed through the concerted actions of all students, staff and parents involved within our academy communities. Prevention of unacceptable behaviour is far better than merely seeking a cure. We have a proactive approach and intervene to reduce the occurrence of poor behaviour rather than being reactive to it. Positive modelling, both verbally and non-verbally, by all academy staff is key to this.

The Trust recognises its legal duties under the Equality Act 2010. Acceptable behaviour will be modelled and reinforced as appropriate for students' age and level of understanding and SEND need. Positive behaviour will be noticed, acknowledged and publicly recognised.

Positive reinforcement, praise and rewards

Praise is an effective strategy which encourages positive behaviour. At The Trust, staff will role model positive and appropriate behaviour at all times and will look to celebrate successes and 'catch the wins' wherever possible. The most important aspects of praise and recognition are the conversations and personal interactions which take place between students and adults every day. Praise is a personal thing and is at its

most effective when it is immediate and sincere. While our academies may employ differing praise and reward structures, the formal systems which are used across our provisions may include but are not limited to:

- Celebration postcards
- Praise phone calls
- Celebration events
- Rewards events
- Student of the week/term/year
- Attendance raffles
- Reward trips
- School representation for sporting fixtures

The Academy leaders will develop praise and celebration events as the year develops. Praise will be encouraged to develop a culture of achievement. Other ways students' achievements may be recognised include:

- Special certificates
- Having work on display
- Informing SLT about good work or behaviour
- Giving responsibilities or privileges
- Senior Leaders to see students
- Principal/Headteacher/Head of Provision to see students

Restorative Practice

Restorative Practice places positive relationships at the centre of the educational experience. Restorative work within the Academy communities builds and maintains inclusive networks of positive relationships. A range of specific restorative tools are used to restore relationships where harm and misconduct occur.

At The Trust we aim to:

- Build relationships
- Maintain relationships
- Repair relationships

With the aim of moving away from punishing behaviour to a movement toward emotionally literate people who have an awareness of their own and others' needs.

SEND and Reasonable Adjustments

The Trust is committed to ensuring that all behaviour expectations and interventions are inclusive and considerate of students with special educational needs and/or

disabilities (SEND). In line with the *Equality Act 2010* and the *SEND Code of Practice (2015, updated 2024)*, reasonable adjustments will be made to ensure that students with SEND are not unfairly disadvantaged by the application of this policy.

Staff will take into account the underlying causes of behaviour and work collaboratively with the SEND team to ensure that support strategies are appropriate, proportionate, and tailored to individual needs. This includes recognising that some behaviours may be a direct result of a student's SEND and responding with a graduated approach that prioritises support over sanction.

Where appropriate, behaviour plans, risk assessments, and Individual Support Plans (ISPs) will be developed in consultation with the student, parents/carers, and relevant professionals. Staff will receive training to understand the impact of SEND on behaviour and how to implement inclusive strategies effectively.

Further information can be found in the Trust's SEND Policy, available on the Trust website.

Parents / carers

It is important that educators and parents/carers work collaboratively so that academic and pastoral outcomes for young people are maximised. At The Trust we encourage open and honest conversations which allow everyone to work together in the best interests of students.

Students are more secure and successful when the adults who support them work together with a common purpose. The Trust:

- Has regular contact with families
- Informs parents/carers about the positive behaviour of the students but also keeps them informed regarding poor behaviour
- Welcomes parents/carers into our provisions at appropriate times for a variety of formal and informal meetings and activities
- Always gives respect when working with parents/carers

Parents/carers will have access to detailed descriptions of learning needs identified for their child and be invited to participate in the planning of subsequent reviews

Our students should expect:

- To enjoy learning

- To find mutual respect, to adopt a restorative approach and safe attitude amongst all members of the academy community
- To have interesting and challenging lessons
- To gain the best available qualifications relevant to their chosen destination
- To become successful independent learners able to integrate effectively into society and develop as responsible citizens, confident throughout their lives in their ability to learn

All of this is recognised through our Academies' praise and reward systems.

The Trust has common systems in place which will ensure that full and accurate records are maintained of:

- All incidents relating to behaviour problems and positive achievements
- Suspensions from our Academies
- Incidents requiring the use of positive handling/Team Teach strategies
- Racist or homophobic/transphobic incidents
- Bullying and discriminatory behaviour of any kind
- Complaints
- Attendance

Creating the right conditions for learning – students should:

- Arrive at their Academy and lessons on time, appropriately dressed
- Check in correctly and respectfully with staff
- Enter the classroom calmly and ready to learn
- Listen to the teacher and other students who are contributing to the lesson
- Follow instructions from staff
- Leave the room clean and tidy
- Try to refrain from using offensive language in any area of our academy buildings

Staff Support

The Trust operates a support system where staff may call for the assistance of a designated 'Support' member of staff or members of the SLT. This helps to diffuse the situation allowing a child to remain in lessons. If they continue to fail to meet the class expectations the child may be removed from the classroom and asked to work with their pastoral/intervention team, or 1:2:1 with a member of staff who is within their Academy/provision. Our settings may differ in how they utilise staff support to reflect the specific needs of their students.

Examples of consequences of poor behaviour

This list is not exhaustive and may vary slightly between our provisions. However, the ethos remains the same Trust wide.

- 1st/2nd reminder in a classroom
- Corridor chat
- Classroom removal
- Intervention referral – proactive or reactive
- Phone call home
- Parent/carer meeting in school
- Home school reviews
- Assistant Principal/Behaviour Lead/Head of Year's Sanctions meeting
- Principal /Headteacher's sanctions meeting

In extreme cases, when all other sanctions have failed, a child may be suspended from the Academy/provision for a period of time.

If the decision is taken to withdraw the place for a pupil, it is seen as the final step in the process of dealing with disciplinary offences. The Academy will have used a wide range of strategies, and these will have ultimately failed, including where appropriate the use of an Individual Support Plan.

When dealing with all exclusions, either suspensions or permanent, the Board of Trustees adheres to the DfE advice on exclusions. In the most exceptional circumstances, the Principal/Headteacher may decide to permanently exclude a pupil without recourse to these strategies. All exclusions will adhere to our **Trust Exclusions Policy**. We recognise that all children are different and have different needs. With this in mind, we acknowledge that from time to time it may be necessary to tailor interventions and sanctions to a student's needs.

The **Anti-Bullying Policy** is implemented in line with the academy ethos. We continually strive to maintain a happy, safe and secure environment in which students can study in peace, meet the challenges in front of them and work co-operatively with each other.

Malicious Accusations against School Staff

Where a student has been proven to have made a malicious accusation against a member of the school staff, this may result in appropriate sanctions. This is in line

with current government recommendations. The decision on how to proceed should be managed sensitively and according to circumstances.

In order not to deter genuine allegations from being made by students, the student found to have made a malicious accusation should:

- be offered confidentiality *and may (according to the circumstances)* receive counselling to help identify the reasons why they made the allegation

Where a student has been proven to have made a malicious accusation against a member of the school staff, sanctions will be imposed. The Principal/Headteacher will choose an appropriate disciplinary action against the pupil who made the allegation, such as:

- Suspension(s)
- Intervention referrals
- Mentoring/other intervention
- Change of teaching groups

Unfounded or malicious allegations will be reported to the Local Authority Designated Officer (LADO). The LADO may then refer the matter to children's social care services. If an allegation is determined to be unsubstantiated or malicious, the LADO should refer the matter to the children's social care services to determine whether the child concerned needs support from an external agency service(s).

Advice will be sought from the Police regarding whether any judicial action is appropriate against the person responsible.

Search and Confiscation

The Trust will follow the guidelines set out in the [Department for Education's 2022 Advice for Schools on Searching, Screening and Confiscation](#).

There are two sets of legal provisions which enable Trust staff to search for and confiscate items from students:

- The general power to sanction enables a member of staff within our Academies to confiscate, retain or dispose of a student's property as a punishment.
- The power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items and any item prohibited by the school which has been identified in the rules.

Prohibited items that may be searched for and confiscated include:

- Knives or weapons (including replica firearms and BB guns)
- Alcohol

- Illegal drugs
- Stolen items
- Tobacco or cigarette papers
- Fireworks
- Pornographic images or material
- Laser pen
- Shisha pen
- Cigarettes
- Cigarette lighters
- Matches
- E-cigarettes and vapes
- Mobile phones
- Blankets/toys
- Make up (including lipstick and lip gloss)

Our academies can also seize any item found which is considered harmful or detrimental to school discipline: this includes deleting electronic images.

Disposal, Return or Police Involvement

Staff will lawfully **dispose of** some confiscated items, especially where returning them would be inappropriate or unsafe. Disposal powers vary by item type:

- **Illegal items** (e.g. drugs, knives, stolen goods): will be **handed to the police**.
- **Controlled or age-restricted items** (e.g. alcohol, fireworks, vapes, pornographic material): will be **disposed of by the school** or passed to authorities.
- **Mobile phones** and similar items will normally be **retained and returned** to the student or parent unless linked to an offence.
- Digital content that is harmful or inappropriate may be **deleted** if legally permitted.

In unusual circumstances, confiscated items may be available for students to take home at the end of the day, unless:

- Returning the confiscated item is deemed inappropriate or dangerous
- When the confiscation is not a students' first offence

In these circumstances, it may be necessary to contact the parent/carer, for their support and to arrange an appropriate time for them to collect any items that can be returned.

Please be aware that this policy works in conjunction with our ongoing Team Teach Positive Handling training programme.

Screening:

Where there is deemed to a need, The Trust may screen students with a handheld metal detector to ensure no prohibited items are taken on or off the property. This can be done by any member of staff.

If the Academy/provision feels it is an appropriate measure, pupils may be screened on the way in and out of school on a daily basis.

If a pupil refuses to be screened, the member of staff should consider why the pupil is not co-operating, and make an assessment of whether it is necessary to carry out a search under the grounds listed above.

Use of Reasonable Force and Physical Intervention

The Trust is committed to creating a safe, respectful, and inclusive learning environment where physical intervention is used only as a last resort and in accordance with statutory guidance and the Trust's **Physical Intervention Policy**.

In line with the *Education and Inspections Act 2006 (Section 93)* and the *DfE's Use of Reasonable Force Guidance*, authorised staff may use reasonable force to prevent a pupil from:

- Causing harm to themselves or others
- Damaging property
- Seriously disrupting learning or school operations
- Absconding from school where there is a risk to safety

Team Teach is the approved framework used across the Trust to guide physical intervention. Staff trained in Team Teach techniques will apply strategies that are **reasonable, proportionate, and necessary**, with a focus on **de-escalation, care, and control**. Untrained staff may intervene in emergencies but should defer to trained colleagues as soon as possible.

Physical intervention may include:

- **Light pressure touch:** minimal contact to guide or redirect
- **Deep pressure touch:** firmer contact used in crisis situations to ensure safety

Before any intervention, staff will use a range of **alternative strategies** such as verbal de-escalation, distraction, withdrawal of attention, and environmental adjustments. Physical intervention must never be used as punishment or to enforce compliance where there is no immediate risk.

All incidents involving physical intervention must be:

- **Recorded promptly** on CPOMS and Arbor
- **Reported to senior leadership**
- **Debriefed** with the pupil and staff involved
- **Communicated to parents/carers**, typically on the same day

Where a pupil is identified as being at higher risk of requiring physical intervention, a **Positive Handling Plan** and **Risk Assessment** will be developed in consultation with parents/carers and aligned with the pupil's EHCP or other support plans.

For further details, refer to the Trust's **Physical Intervention Policy**

Related policies available on our website include:

- Safeguarding
- Child Protection
- Anti-Bullying
- SEND
- Team Teach
- Physical Contact
- Exclusion

