

Statement of Intent and Behaviour Principles 2026

South East Essex Academy Trust (herein after known as SEEAT) Statement of Intent and Guiding Principles for Behaviour Under the Education and Inspections Act, 2006, sets out a written statement of general principles relating to behaviour and discipline, considering the needs of all pupils.

The rationale and purpose of this statement is to provide guidance to executive headteachers, headteachers and heads of school (herin known as 'the headteacher') in developing their individual school's behaviour policy so that it reflects the shared aspirations and beliefs of SEEAT, the Trustees, local governors, staff, pupils, and the parents of our individual schools, as well as taking into account the law and guidance on behaviour matters.

This is a statement of principles not practice; the practical applications of the statement are the responsibility of the headteacher as set out in the individual school's Behaviour Policy (herein known as 'the policy'). As a Trust, we believe that high standards of behaviour lie at the heart of a successful and happy school.

The policy aims to underpin the duty of care to pupils and employees and to promote teaching, learning and ambitious standards of attainment. This statement and the individual behaviour policies will be reviewed annually unless changes at national or local level necessitate an exceptional review. As a Trust we will promote high standards of achievement and behaviour by giving our pupils support, guidance, and encouragement as appropriate.

The policy applies to all pupils when in school, when travelling to and from school, and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member of a SEEAT school off-site.

The emphasis will be on encouraging positive behaviour through high expectations, a focus on learning, and praise and rewards. It is recognised however, that on occasions sanctions are necessary to demonstrate that misbehaviour is not acceptable, to express the disapproval of the school community and to deter other pupils from similar behaviour.

SEEAT emphasises that violence, threatening behaviour or abuse by pupils or parents towards staff, or each other will not be tolerated. We seek to eliminate all forms of

discrimination, harassment, and bullying. The individual school policies will be applied with consistency and fairness, regarding each situation.

Sanctions for Unacceptable and Poor Behaviour

Sanctions will enable the pupil to reflect on, and learn from, their behaviour and to make reparations wherever possible. Some pupils, for example those with special educational needs, physical or mental health needs, and looked after pupils can experience particular difficulties with behaviour and the individual school will seek to ensure that such pupils receive behavioural support according to their need.

Where behaviour places others at risk, our schools must balance the needs of the individual pupil with those of the school community. Pupil and staff safety are paramount.

Across our family of schools' suspensions and permanent exclusions will only be employed as a last resort, and if there is no reasonable alternative. Trustees support the right of the school to permanently exclude where there is a clear indication that allowing a pupil to remain at school would seriously harm the education, welfare or safety of the pupil, or others. SEEAT has a responsibility for monitoring suspensions and exclusions; trust members work in partnership with its headteachers and senior leaders to do this.

Preventing and Challenging Discrimination

There is a culture of reflection and of challenging discriminatory and prejudiced behaviour, language, and attitudes. Anyone who acts in a discriminatory manner in our schools should have their assumptions and attitudes challenged.

Discrimination can be unconscious and difficult to spot. It requires all members of the SEEAT community to be self-aware and think about their own responses, behaviours and practices.

All pupils are educated about different races, cultures and faiths and learn about different types of prejudice and discrimination, for example those associated with gender, sexual orientation, misogyny, and disability.

We are aware that experiences of negative stereotypes and any form of discrimination, including bias which are unconscious, may undermine the sense of self and wellbeing of students and other community members.

Across our family of schools, the principles of restoration and education foster inclusive environments and positively influence the attitudes of children and young people.

Positive Handling and Restrictive Interventions – Use of Reasonable Force

Our schools may, where necessary, exercise their legal powers to search pupils and to use reasonable force as a form of restrictive intervention in order to protect pupils or staff from harm, prevent serious disorder, or stop damage to property, in line with statutory guidance and relevant legislation.

The Trust expects schools to take a preventative approach, with early intervention, de-escalation and supportive strategies used to minimise the need for restrictive interventions wherever possible. The use of reasonable force must never be used as a punishment, and may only be applied as a last resort, for the shortest possible time, where it is necessary, proportionate and justified.

Each school policy will set out the circumstances in which reasonable force or other restrictive interventions may be used, including removing pupils from classrooms or preventing them from leaving when there is a risk of harm. Policies must include a clear definition of reasonable force, recognise unacceptable practices, and reflect additional considerations for pupils with special educational needs and/or disabilities, in line with the Equality Act 2010.

The Trust Board expects that staff who are likely to need to use reasonable force are appropriately trained in safe, lawful practice and preventative strategies. All significant incidents involving the use of force or other restrictive interventions must be recorded and reported to parents in accordance with statutory requirements.

Policies will also make clear the authority to search for and confiscate prohibited items. The Trust expects Headteachers to inform the relevant authorities where items prohibited by law, including weapons or illegal substances, are brought onto school premises.

Community & Parental Involvement

At SEEAT we believe that a positive, supportive relationship between parents, carers and each academy is key to meeting the needs of every child. We work with families to understand their children and their circumstances.

The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our communities and their right to succeed.

Our partnership work extends beyond the school gates. Schools will be responsive to local news, knowledge, and information. If poor behaviour is reported or witnessed in the community, the school will try to support, educate, and advise in response to non-criminal bad behaviour and bullying, which is witnessed by a staff member, or reported to the school.

Gathering Data and Information Sharing

SEEAT schools are required to maintain up to date records of pupils. The Trust takes seriously the responsibility of maintaining personal records within suitable, safe, and secure systems.

The effectiveness of school policy and its impact on behaviour and attitudes is monitored from different perspectives through evaluation, data capture, consultation and observation at pupil, school, and trust level. Findings will identify factors contributing to behaviour, inform future policy, and measure the effectiveness of sanctions and rewards.

References:

[Use of Reasonable Force and other Restrictive Interventions 2026](#)

[Behaviour in Schools Advice for headteachers and school staff. DfE 2024](#)

[School suspensions and permanent exclusions Guidance on the suspension and permanent exclusion of pupils from local-authority-maintained schools, academies, and pupil referral units. DfE 2024](#)

[Behaviour and discipline in schools: a guide for governing bodies. DfE 2015](#)

[Use of reasonable force Advice for headteachers, staff and governing bodies. DfE 2013](#)

Behaviour Principles

1. All pupils, staff and visitors have the right to feel safe, valued, and respected, and to learn and work free from the disruption of others.

2. Our schools are inclusive. All members of the schools' communities should be free from discrimination of any kind. We will actively promote equality irrespective of race, gender, age, sexuality, religion, or ability.
3. Violence, threatening behaviour, discrimination or abuse, of any kind by pupils or parents towards staff, or each other, will not be tolerated.
4. The fundamental approach to behaviour is a positive one, drawing attention to rewarding good behaviour, and showing mutual respect.
5. School rules are set out clearly in the schools' behaviour policy and displayed around the school. We expect these rules to be consistently applied by all staff and visiting Trust members.
6. We will communicate expectations of behaviour clearly.
7. The behaviour policy is understood by all staff and pupils and clearly sets out the expected standards of behaviour for pupils, staff, and visitors in school, on-line and when representing the school on trips and visits.
8. Where there are significant concerns over pupil behaviour early support and intervention will be sought at the earliest opportunity. This may include seeking advice and support from external agencies.
9. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. The use of rewards and sanctions must have regard to the individual situation and pupils. School staff will use their discretion in their use.
10. A wide range of rewards are consistently applied to encourage and reward good behaviour around school.
11. Pupil voices are valued. Schools will actively seek feedback from students on behaviour expectations and experiences, for example via school councils or student surveys.
12. We will seek to give every child a sense of personal responsibility for his/her own actions.
13. We will foster good relationships between the school and the home.
14. All staff, visiting Trust members and volunteers set an excellent example to students.
15. We will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes, through training, continuous professional development, monitoring visits, research, and articles. It will be a high priority to disseminate such ideas throughout the staff.

