	Vanguard Learning Trust *As a group of local primary and secondary schools, Vanguard Learning Trust's mission is to serve its local community by providing outstanding, inclusive education. The Trust has a collective purpose and responsibility to provide effective teaching, through a curriculum based on equality of opportunity and entitlement that allows students to shine both in and out of the classroom. Each school in the Trust has its own ethos, which also complements the Trust's vision and values, with the common aspiration that all students can achieve their potential.*

Behaviour policy
Part A: Trust-wide

Summer 2026

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Part A: Trust-wide

Section 1: Introduction

1.1 Aim of policy

The behaviour strategy of Vanguard Learning Trust is centred on creating calm, safe, inclusive and purposeful learning environments across all schools within the Trust. The Trust believes that high expectations, positive relationships and consistent routines are fundamental to ensuring that all students feel safe, respected and able to learn. The Trust is committed to developing a positive behaviour culture in which students are supported to regulate their behaviour, understand the impact of their actions and take increasing responsibility for themselves and others. Good behaviour and self-discipline support effective learning, safeguard wellbeing and help prepare children and young people for life beyond school. The Trust recognises that behaviour is a form of communication and that some students may require additional support, intervention or reasonable adjustment in order to meet behavioural expectations. Schools will therefore adopt a consistent, fair and relational approach that combines clear boundaries with appropriate pastoral and safeguarding support.

1.2 Values of the Trust

The Trust's three values are aspiration, community and equity. These values are at the heart of the behaviour expectations.

- **Aspiration**: The Trust seeks to foster positive attitudes and relationships within all our schools, help to safeguard and promote the welfare of students, aspiring to create the best possible learning environments; schools will enable students to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour, aspiring to be the best that they can be; and all schools within the Trust will raise awareness amongst students for the need to recognise and manage their emotions and reactions, and to develop resilience for their life beyond school.
- **Community**: The Trust seeks to ensure that every member of the Trust-wide community feels a sense of belonging, that they feel valued, respected and treated fairly; schools within the Trust will provide an ethos and working environments within which everyone feels safe and able to share ideas, opinions and feedback; and schools will look for opportunities to raise awareness amongst students to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety.
- **Equity**: The Trust will always seek equity, maximising the quality of the learning experience for all students to ensure that all students can learn effectively regardless of personal obstacles or barriers; schools will foster discipline and mutual respect between students and their peers, and between staff and students, so that everybody has an equal opportunity to achieve; and all schools within the Trust will support students whose behaviour within the school environment is challenging or who may find friendship and cooperation difficult.

1.3 Structure of policy

This policy consists of two parts, designed to encourage a sense of collective commitment to creating a safe and equitable learning environment for all students, whilst appreciating the unique nature and cultures of our individual schools.

- **Part A** explores the Trust-wide expectations of the high behavioural standards that is expected by all students; refers to relevant legislative guidance; and provides clarity about the roles and responsibilities of all stakeholders. Promoting positive behaviour requires the commitment of all staff and students; consistency of practice is needed across all Trust schools to ensure that students know the standards of behaviour expected of them. A shared commitment from parents/carers, governors and the wider community is an important factor in promoting good

behaviour as is the support of the local authority and other agencies. All appendices relating to Part A are numbered, eg. Appendix 1.

- **Part B** provides information about the individual schools' policies and procedures, outlining the support and interventions used to address poor behaviour and sets out the sanctions that will follow if this policy is not adhered to. All appendices relating to Part B are alphabetised, eg. Appendix A.

1.4 Review

Part A of this policy will be reviewed annually by the board of trustees (BoT). Part B will be reviewed annually by headteachers and local governing bodies (LGBs).

1.5 Legislation, statutory requirements and statutory guidance

This policy is based on legislation and statutory guidance including:

- Behaviour in schools: advice for headteachers and school staff (DfE, 2024)
- Keeping Children Safe in Education (DfE, current version)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, current version)
- Searching, screening and confiscation: advice for schools (DfE, 2022)
- Use of reasonable force in schools (DfE)
- Preventing and tackling bullying (DfE, 2017)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- Working Together to Safeguard Children
- The Equality Act 2010
- The Children and Families Act 2014
- Supporting pupils at school with medical conditions
- SEND Code of Practice: 0 to 25 years

In addition, this policy is based on:

- Section 91 of the Education and Inspections Act 2006, which outlines schools' powers to discipline pupils
- Schedule 1 of the Education (Independent School Standards) Regulations 2014
- The Human Rights Act 1998
- Data protection legislation, including the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018

This policy complies with the Trust's funding agreement and articles of association.

Section 2: Application of policy

2.1 Trust community

This policy applies to all members of the Trust community. All schools within the Trust use a management information system to track and monitor student behaviour. Parents/carers will be kept updated about student behaviour and the application of this policy through various means, such as email, phone calls, letters and parents evenings. Schools within the Trust will praise good behaviour and apply sanctions for unacceptable behaviour; this includes behaviour that takes place outside of school premises, where it is reasonable to do so, for example if allegations of bullying or if inappropriate online activity taking place outside of school hours has been reported. Schools will seek to maintain a culture in which students, staff and parents/carers feel able to raise concerns openly and safely. Behaviour concerns will be addressed promptly, proportionately and consistently, with due regard to safeguarding responsibilities, individual needs and the wider wellbeing of the school community.

2.2 Behaviour culture and routines
Schools within the Trust will actively teach and reinforce expected behaviours, routines and conduct. This may include:

- explicit teaching of routines and expectations;
- assemblies and tutor activities;
- modelling by staff;
- personal development curriculum content;
- restorative and reflective approaches;
- recognition and celebration of positive conduct; and
- opportunities for student voice and leadership.

Schools recognise that positive behaviour cultures are built through consistency, predictability, respectful relationships and a shared sense of belonging.

2.3 Students
The Trust expects its students to maintain similar high standards of behaviour outside of school and so all aspects of the behaviour policy extend to students' behaviour beyond the school gates. When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school, including over the weekend and during school holidays, staff will consider:

- whether the student is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a student at the school or Trust at the time of the poor behaviour; and/or
- the severity of the misbehaviour, whether the student's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another student or member of the public or could adversely affect the reputation of the school and/or Trust.

Section 3: Roles and responsibilities

All members of the Trust community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the Trust community are set out in this section.

3.1 Board of trustees
Trustees will work with relevant members of the Trust's central team each school's senior leadership team (SLT) to help set the ethos and a set of core values that promote high standards of expected behaviour from students attending its schools. Trustees will monitor and evaluate the impact of the policy and will hold the chief executive officer (CEO) and headteachers to account for its implementation. Trustees will ensure that they receive relevant training on suspensions, exclusions, behaviour and discipline at least every two years.

3.2 Chief executive officer
The CEO will ensure that this policy is applied consistently across all schools within the Trust and will report back to the trustees. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

3.3 Local governing board (LGB)
Governors in each school will review and monitor the application and implementation of this policy by receiving regular reports from the school headteacher on behavioural sanctions and support that is put in place for students at their school. Local governors will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the headteacher.

3.4 Headteacher

The headteacher of each Trust school is responsible for:

- reviewing and approving this behaviour policy;
- ensuring that the school environment encourages positive behaviour;
- ensuring that staff deal effectively with poor behaviour;
- monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students;
- ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully;
- offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy;
- ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary; and
- ensuring the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

3.5 Staff

The responsibilities of Trust staff in fostering and maintaining high standards of behaviour are set out in **Appendix 1** of this policy. All staff are expected to model respectful and professional conduct and to apply school systems fairly, consistently and proportionately. Staff will:

- maintain high expectations of student conduct and engagement;
- establish and maintain clear routines and boundaries;
- develop positive relationships with students;
- respond to behaviour consistently and in line with this policy;
- consider the individual needs, vulnerabilities and circumstances of students, including SEND and safeguarding factors;
- record incidents accurately and promptly;
- work collaboratively with parents/carers and external professionals where appropriate; and
- contribute to a culture of safety, inclusion and belonging.

Staff will receive regular training on behaviour, safeguarding, child development, trauma-informed practice, SEND and de-escalation strategies. Headteachers are responsible for ensuring that training reflects the needs and context of their school community.

3.6 Students

Trust-wide rights and responsibilities of students and students are set out in **Appendix 2** of this policy, to which all children must adhere. School-specific rules are outlined in Part B of this policy. Students will regularly receive reminders of the rules and expected standards of behaviour. Students are expected to have a positive attitude and maintain high expectations for themselves. Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

3.7 Parents/carers

Parents/carers play an important role in ensuring good behaviour from their children. The generic home-school agreement, found in **Appendix 3**, helps to clarify expectations, outlining the roles, responsibilities of parents/carers in fostering good behaviour. Schools are able to make changes to this agreement in relation to their context and will therefore be in Part B of the policy.

Section 4: Child-on-child abuse

4.1 Definition

4.1.1 The Trust's approach

The Trust wants to make sure that all students feel safe in their school and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality; child-on-child abuse of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated. The Trust will take all reasonable measures to ensure the safety and wellbeing of all students and staff, which includes protection from child-on-child abuse.

4.1.2 Child-on child abuse

Child-on-child abuse is defined as any form of physical, sexual, emotional or financial abuse, and/or coercive control, exercised between children and within children's relationships, both intimate and non-intimate. Child-on-child abuse is behaviour by an individual or group of individuals which can be a one-off incident or repeated over time. Child-on-child abuse is unacceptable and will be taken seriously. Further information about the many forms that child-on-child abuse can take is described in **Appendix 4A**.

4.2 Bullying

4.2.1 Overview and definition of bullying

In line with statutory guidance, schools must have measures in place to prevent all forms of bullying. The Trust's approach to bullying sits within a broader section on child-on-child abuse, reflecting the reality that bullying is one form of harmful behaviour that children may experience from peers. This integrated approach ensures bullying is addressed within a wider safeguarding framework, in accordance with '*Keeping Children Safe in Education'* and the DfE's guidance '*Preventing and Tackling Bullying'* (2017, click here). By situating the Trust's anti-bullying strategy within this context, the Trust seeks to ensure a robust, joined-up response that is fully compliant with national expectations.

4.2.2 Definition of bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally and involves an imbalance of power. Bullying can include:

- physical bullying;
- verbal bullying;
- relational or social bullying;
- prejudice-based or discriminatory bullying;
- online or cyberbullying; and
- bullying related to protected characteristics.

Single incidents and friendship issues may still require intervention and support even where they do not meet the definition of bullying. Further information about different types of bullying can be found in **Appendix 4B**.

4.2.3 Recording, analysing and monitoring bullying

Schools record incidents of bullying on their management information system (MIS) and monitor patterns or repeat incidents through regular analysis. This includes reviewing types and frequency of bullying, as well as any demographic factors that may indicate disproportionate impact. Schools report on incidents of bullying to their LGB and to the Trust central team as part of regular safeguarding and behaviour reporting cycles.

4.3 Allegations

If an allegation of child-on-child abuse is made, the school will:

- take it seriously;
- investigate as quickly as possible to establish the facts;
- record and report the incident and depending on how serious the case is, it may be reported to the headteacher;
- provide support and reassurance to the victim;
- make it clear to the person exhibiting the behaviour that it will not be tolerated. If there is a group of people involved, they will be spoken to individually and possibly as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions;
- discuss the matter with both parties by bringing them together (if appropriate), ensuring that the perpetrator considers the other person's point of view. Sometimes a 'no blame' approach will be used, at other times it may be more appropriate to use negotiation and/or sometimes sanctions;
- ensure that if a sanction is used, it will correlate to the seriousness of the incident, that the student exhibiting the behaviour will be told why it is being used; and
- consider whether suspension or exclusion is appropriate in light of the circumstances.

4.4 Support for students

Students who have experienced child-on-child abuse, such as bullying, will be supported through a range of pastoral strategies tailored to individual needs. This may include named key adult support, restorative conversations, peer mentoring, adjusted curriculum or timetable arrangements, and signposting to in-school or external counselling. Where appropriate, lead staff will also work closely with parents/carers and other professionals to ensure that the student(s) feels safe, listened to and well-supported. Students who engage in child on child abuse or bullying behaviour will be supported to reflect on their actions and to develop empathy, self-regulation and respect for others. Interventions may include behaviour mentoring, check-in/check-out processes, social skills support, restorative approaches or targeted therapeutic input. The Trust recognises that some students may be particularly vulnerable to child-on-child abuse or bullying, including those with SEND, those with protected characteristics and those who have experienced trauma or adversity. Schools are expected to take proactive steps to identify and address any such vulnerabilities in their planning and pastoral care.

4.5 Inappropriate use of social media

The Trust recognises that online behaviour can significantly affect the safety and wellbeing of students and staff. Behaviour that occurs online, including outside of school hours, may be addressed under this policy where it:

- causes or risks causing harm to members of the school community;
- amounts to bullying, harassment, discrimination or abuse;
- creates safeguarding concerns;
- disrupts the orderly running of the school; or
- damages the reputation of the school or Trust.

Schools will respond proportionately to concerns involving social media or online communication and will work with parents/carers, external agencies and, where appropriate, the police. Where concerns relate to safeguarding or suspected criminal activity, schools may preserve and share relevant information in line with safeguarding duties and data protection legislation. Staff do not have an automatic right to search personal devices without consent unless permitted under statutory guidance. Any searches or requests to view content will be conducted lawfully, proportionately and in accordance with DfE guidance. Where a member of staff has reasonable grounds to suspect that a student is using social media in an inappropriate way, which could cause harm to another person, the member of staff should report this to a member of the school's SLT. Following any such report an investigation will follow during which an authorised member of staff may ask that the student gives them access to their social

media account. In the event that the student refuses to co-operate and will not give access to an authorised member of staff during an investigation, this could lead to a decision being taken based on the balance of probabilities that a certain event did or did not happen.

4.6 Prejudice or discriminatory behaviour

Prejudice-related or discriminatory behaviour is not tolerated within Vanguard Learning Trust. Schools will respond seriously to incidents involving prejudice, discrimination or harassment, including behaviour related to:

- race or ethnicity;
- religion or belief;
- sex or misogyny;
- disability;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity; and
- any other protected characteristic.

This includes discriminatory language, so-called 'banter', online behaviour, gestures, symbols, intimidation or harassment. All incidents will be recorded and reviewed in line with safeguarding and behaviour procedures. Appropriate action will be taken, which may include education, restorative work, pastoral intervention, sanctions and referral to external agencies where necessary. Schools will seek to address discriminatory behaviour through both accountability and education, helping students to understand impact, respect difference and contribute positively to an inclusive school culture.

4.7 Harmful sexual behaviours

4.7.1 Summary of approach

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Trust will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, statutory guidance provided in *Keeping Children Safe in Education* and *Working Together to Safeguard Children,* as well as the Department for Education (DfE) guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the alleged victim and alleged perpetrator. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

4.7.2 Defining of harmful sexual behaviours

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) is an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Sexual violence and sexual harassment should never be passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. The Trust defines sexual harassment as 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual 'jokes' or taunting; and
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes, displaying pictures, photos or drawings of a sexual nature.

4.7.3 Reports of harmful sexual behaviours

All reports of sexual violence and sexual harassment are thoroughly investigated, addressed and logged; victims are fully supported by staff. Along with providing support to students who are victims of sexual violence or sexual harassment, the school provides the alleged perpetrator(s) with an education,

safeguarding support as appropriate and will implement disciplinary sanctions as appropriate. A child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of the school. Taking disciplinary action and providing appropriate support, can, and should, occur at the same time if necessary. Educational strategies may include:

- mentoring programme
- counselling sessions
- pastoral support sessions that focus on specific behaviours and attitudes
- external agency advice and support
- risk assessments
- behaviour contracts
- restorative sessions

4.7.4 School's response

The school's response to sexual violence and sexual harassment will always be:

- proportionate
- considered
- supportive
- decided on a case-by-case basis

It will be for senior staff and the school's designated safeguarding lead (DSL), or deputy, to decide how they will address reports of sexual harassment/violence in the school based on the individual circumstances of each incident and in accordance with statutory guidance. Parents/carers will always be contacted about the outcome of any investigation and sanctions that have been issued in relation to their own children, which will be issued on a case-by-case basis and take in to account:

- the age and developmental stage of the alleged perpetrator(s);
- the nature and frequency of the alleged incident(s); and
- how to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time).

4.7.5 Sharing information

Generally, schools will seek consent from the child reporting the incident before sharing information. However, the school can share information without consent in certain circumstances, such as if a crime may have been committed or it is necessary for the welfare of a child. In certain circumstances, the school may need to involve outside professionals such as Children's Services and/or the police. It will be for the school's DSL (or deputy) to use their professional judgment as to whether outside agencies should be contacted but it will usually be reasonable to expect this will happen in cases where it seems sexual violence may have occurred.

4.7.6 Relationships, Sex and Health Education (RSHE) curriculum

The Trust recognises and values the importance of preventative education for all students and follows a broad and balanced Relationships and Sex Education (RSHE) curriculum. RSHE provides lifelong learning about the emotional, social and cultural development of students and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves acquiring information, developing skills, forming positive beliefs, values, attitudes and personal empowerment to deal with situations within relationships and the family unit. It teaches what constitutes acceptable and unacceptable behaviour in relationships; this helps students to understand the positive effects that good relationships have on their mental wellbeing in order to identify when relationships are not right and understand how such situations can be managed.

4.7.7 Online and indecent images

Sexual harassment can also occur online. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- consensual and non-consensual sharing of nude and semi-nude images and/or videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats.

4.7.8 Indecent images

The possession, uploading or forwarding of an indecent image of a person under the age of 18 may constitute a criminal offence. If the school staff have reason to believe that a criminal offence may have been committed they will refer the matter to the police. More information on indecent images and child-on-child abuse is contained in **Appendix 4A**.

4.8 Training

Staff and governors receive training on child-on-child abuse (including bullying) prevention and response at induction and as part of safeguarding refresher training at the start of each academic year. Additional professional development opportunities are provided throughout the year based on school or Trust priorities, including safeguarding updates, curriculum training and workshops on topics such as trauma-informed or restorative practice.

Section 5: Supporting the behaviour of students who may have additional needs

5.1 Special educational needs and/or disabilities

5.1.1 Definition

In the context of this policy, students are considered to have special educational needs and/or disabilities (SEND) if they:

- have difficulties in learning which are significantly greater than the majority of other students of the same age; or
- have a disability which prevents or limits them from accessing the curriculum; or
- have behavioural, emotional or social difficulties which impact adversely on their learning and progress.

5.1.2 Responding to breaches of the behaviour policy from students with SEND

The school recognises that the behaviour of students may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, schools will consider them in relation to a student's SEND, although not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. Decisions will be informed by documented evidence, professional input and relevant assessments where available. When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010, click here);
- using best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014, click here); and
- ensuring that if a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

Schools will also consider whether repeated behavioural incidents may indicate unmet needs, communication difficulties, sensory regulation needs, trauma, adverse childhood experiences or mental health difficulties. Behaviour support strategies should therefore be aligned, where appropriate, with safeguarding, SEND and pastoral planning.

5.1.3 Preventative measures

As a part of meeting these duties, lead staff will anticipate, as far as possible, all likely triggers of misbehaviour and put in place support to prevent these from occurring. Any preventative measures will be included in the 'assess, plan, do, review' cycle and will take into account the specific circumstances and requirements of the student concerned. Examples of preventative measures include (but are not limited to):

- allowing short, planned movement breaks for a student whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow students with visual/hearing impairment to sit near the teacher;
- adjusting uniform requirements for a student with sensory issues or who has severe eczema; and
- training for staff in understanding conditions such as autism, attention deficit hyperactivity disorder and other neurodivergent conditions.

5.1.4 Reasonable adjustments

Reasonable adjustments are changes made to remove or reduce disadvantage for students with disabilities and are a legal requirement under the Equality Act 2010. An example of a reasonable adjustment that may be made would be to impose a different or more lenient sanction for a student whose behaviour is in consequence of their disability than would be imposed for a student exhibiting the same behaviour who does not have that disability. A pastoral support plan (PSP), such as the template in **Appendix 7**, may be used for children presenting challenging behaviour, including where SEND may be a contributing factor. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Each school's special educational needs policy can be reviewed for more information.

5.1.5 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, schools will consider whether the behaviour may have been influenced by the student's disability, unmet needs or difficulties with communication, emotional regulation, impulse control, sensory processing or social understanding. Schools will consider:

- whether the student understood the rule or instruction;
- whether the student was able to regulate or adapt their behaviour at the time;
- whether reasonable adjustments had been implemented appropriately;
- whether the sanction is proportionate in light of the student's needs and circumstances; and
- whether additional assessment or support may be required.

Schools will ensure that responses remain lawful, proportionate and non-discriminatory.

5.1.6 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCo) will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, the school will liaise with external agencies and plan support programmes for that child. The school will work with parents/carers to create the plan and review it on a regular basis.

5.1.7 Students with an education, health and care plan (EHCP)

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

5.1.8 Staff training

Staff training will include matters such as how certain special educational needs, disabilities or mental health needs may at times affect a student's behaviour. Where relevant, engagement with experts, such as educational psychologists and other support staff such as counsellors and mental health support teams, can help to inform effective implementation of this policy.

5.2 Supporting students who present physically harmful behaviours

The Trust recognises that some children and young people may present behaviours that place themselves or others at risk, including aggressive, threatening or violent language or behaviour. Schools are expected to respond to such behaviours through a graduated, relational and trauma-informed approach that prioritises safety, early intervention and coordinated support. This may include:

- identifying emerging patterns or escalation risks;
- undertaking risk assessments where appropriate;
- implementing pastoral support plans or behaviour support plans;
- involving safeguarding, SEND and pastoral professionals;
- engaging parents/carers and external agencies;
- considering environmental or timetable adaptations;
- using restorative and therapeutic approaches where appropriate; and
- ensuring proportionate consequences where behaviour places others at risk.

The Trust recognises that violent or aggressive behaviour may sometimes be associated with unmet needs, trauma, adverse childhood experiences, social influences or safeguarding concerns. However, the safety and wellbeing of students and staff will remain paramount.

Section 6: Investigating incidents and decision-making

6.1 Overview of process

When investigating behavioural incidents, schools will seek to establish the facts in a fair, impartial and proportionate manner. Investigations will be conducted with due regard to safeguarding responsibilities, confidentiality, the rights of all parties involved and relevant statutory guidance. Investigations may include:

- appointing an appropriate lead investigator;
- clarifying the scope and purpose of the investigation;
- gathering witness accounts and written statements;
- reviewing electronic communications, CCTV or other available evidence where lawful and appropriate;
- considering contextual, safeguarding and SEND factors;
- making findings based on the balance of probabilities; and
- recording outcomes, actions and support measures.

Schools will endeavour to complete investigations promptly while ensuring sufficient time is taken to establish the facts properly. The outcome of school investigations will be determined on the civil law burden of proof 'on the balance of probabilities'. More information regarding the investigation process can be found in **Appendix 5.**

6.2 Interviewing children

Witness evidence forms the most crucial part of the fact-finding process although relevant digital evidence can also be critically important. In many types of cases, particularly where child witnesses are involved, recall may not be linear, there may be gaps in memory and accounts can change over time. This does not mean that a witness lacks credibility and it is the job of the investigator to get a thorough and accurate account of what happened. This can be done by having a properly structured interview that is planned for in advance, factoring in the needs of the witness together with carefully structured questioning. Staff will receive training on strategies around communicating with students throughout the

year and are encouraged to work collaboratively on methods and initiatives to help improve communication within their school and local community. It is the responsibility of headteachers to organise ongoing training which will take into account staff's specific roles in relation to communicating and working with students. Schools will adhere to the DfE guidance on Suspensions and Permanent Exclusion, including the need to take students' views into account before making a decision to exclude, and supporting the student to do so (for example through advocates such as parents, social workers or other trusted adults) where appropriate.

6.3 Working positively with agencies

Schools will work positively with external agencies to seek appropriate support from them, ensuring that they are informed of relevant school policies to ensure that the needs of all students are met. Should a professional from an agency, such as a police officer, wish to question the student, the school will ensure that an appropriate adult is present at all times and will inform the student's parents/carers of what has happened as soon as possible. Staff should be mindful of Data Protection legislation and therefore should ask for any request in writing before sharing a subject's information unless a legal exemption applies.

6.4 Use of CCTV

Some of the Trust schools use closed-circuit television (CCTV) within its premises. One reason why some schools use CCTV is to provide a safe and secure environment for students, staff and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Parents/carers may request to view CCTV footage of an incident that involves their child. They will not, however, be allowed an electronic copy. There may, however, be circumstances when the headteacher will refuse permission, eg. the student's account is significantly different and/or police involvement. In complex cases, advice will be sought in relation to how the footage can be used. Schools' CCTV and data protection policies can be referred to for more information.

6.5 Balance of probabilities

School investigations are based on the civil standard of proof, namely 'on the balance of probabilities'. This means that decisions will be made on the basis of whether it is more likely than not that an incident occurred. Schools are not required to establish facts 'beyond reasonable doubt', which is the standard used in criminal courts. When making decisions, schools may consider:

- witness accounts;
- physical or digital evidence;
- previous patterns of behaviour where relevant and proportionate;
- contextual and safeguarding information; and
- the credibility and consistency of information provided.

When the interpretation of an event differs, staff will consider the evidence and make a decision based on the balance of probability that a particular fact is true i.e. that it is more likely than not that a particular event occurred. Therefore, a student may be given a sanction for an action/involvement in an incident that they deny. The school will always conduct a comprehensive investigation (as noted in **Appendix 5**) which may result in sanctions being decided on several days after an incident has occurred. For a more serious incident, previous behaviour/information may be taken into consideration, especially when considering the likelihood of a student's involvement in a specific incident. In exceptional circumstances, students may receive a suspension or have alternative provision arranged pending an investigation if there is a possibility that the welfare of other students may be compromised by that student remaining in the school.

6.6 Joint enterprise and collective responsibility
Headteachers will not automatically apply the same sanctions to a whole group as there may well be individual circumstances that need to be considered. Any decisions to exclude or suspend students will be made in accordance with the DfE guidance and on the basis of careful consideration of each of the individual circumstances of each student.

6.7 Managing requests for confidentiality
All school investigations should be treated as confidential processes, subject to any legal or regulatory obligations to report issues which particularly arise in the school context and the framework in relation to safeguarding and child protection. There are also cases that may warrant a report to a statutory agency if there are immediate risks to safety or welfare. This is particularly important when dealing with allegations of harassment or sexual misconduct in a school where the school must follow the guidance provided in Keeping Children Safe in Education and Working Together to Safeguard Children KCSIE and current government advice on information sharing. Further information on how the schools use personal information can be found in schools' data protection policies and privacy notices.

6.8 Sharing information about sanctions
Parents/carers will be informed of the sanction issued to their child. Information about sanctions given to children other than their own will not usually be shared with parents/carers.

6.9 Off-site behaviour
Students are expected to make the most of any off-site activities that the school provides. Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- taking part in any school-organised or school-related activity (e.g. school trips);
- travelling to or from school;
- wearing school uniform; and/or
- in any other way identifiable as a student of the school.

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- could have repercussions for the orderly running of the school;
- poses a threat to another student; and/or
- could adversely affect the reputation of the school.

Sanctions will only take place on school premises or elsewhere when the student is under the lawful control of a staff member (eg. on a school-organised trip).

6.10 Online misbehaviour
The school can issue behaviour sanctions to students for online misbehaviour when:

- it poses a threat or causes harm to another student;
- it could have repercussions for the orderly running of the school;
- it adversely affects the reputation of the school; and/or
- the student is identifiable as a member of the school.

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

6.11 Suspected criminal behaviour
If a student is suspected of criminal behaviour, the school's headteacher will make an initial assessment of whether to report the incident to the police. When establishing the facts, the headteacher and/or lead staff will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the headteacher (or a delegated member of staff) will make the report. School staff will not interfere with any police action taken. However, the school may continue to

follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Section 7: Mobile phones and smart technology

Schools within the Trust currently set their own rules regarding the possession and use of mobile phones, smart watches, headphones and other electronic devices. Where devices are permitted, students must use them responsibly and in accordance with school expectations. Students must not:

- use devices to bully, harass or intimidate others;
- record or photograph staff or students without permission;
- access or share inappropriate material;
- disrupt learning;
- use devices during examinations or assessments unless authorised; or
- use devices in ways that compromise safeguarding, privacy or dignity.

Schools may confiscate devices where school rules have been breached. Searches of devices will only take place where lawful, necessary and proportionate and in accordance with statutory guidance.

Section 8: Searching, screening and confiscation of prohibited items

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation (click here).

8.1 Offensive and prohibited items

The school prohibits the following articles (as set out in section 550ZA of the Education Act 1996 and in The Schools (Specification and Disposal of Articles) Regulations 2012)) for which a personal search may be conducted:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- fireworks
- tobacco and cigarette papers
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used
    - to commit an offence
    - to cause personal injury to, or damage to property of any person (including the student)

In addition, all Trust schools prohibit vaping substances or related paraphernalia. Students may also be searched for these items.

8.2 Smoking-related articles

Possession of the following smoking-related articles may result in an internal or fixed-term suspension (depending on the previous incidents) and a personal search may be conducted. These items will not be returned to the student:

- cigarettes
- vape pens and other vaping devices
- other smoking-related items e.g. 'shisha pens', 'E cigarettes' or similar articles
- ignition materials such as lighters and matches

8.3 Maintaining a culture of safety

The headteacher of each school will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all students and

staff, with support from the designated safeguarding lead (or deputy). Each school's headteacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a student who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

8.4 Searches

If an investigation or an allegation leads to reasonable suspicion of the presence of a prohibited item, and the search of a student's clothes, bags and lockers is deemed appropriate, a search may be carried out by the headteacher or by a member of staff authorised by them. Where possible, searches will be conducted by authorised staff of the same sex as the student and in the presence of another member of staff acting as a witness, unless there is a risk of serious harm if the search is delayed. Staff will follow the latest DfE guidance on searching, screening and confiscation and on the use of reasonable force when conducting a search. Any searches of students will be implemented in a manner that respects students' rights, privacy and dignity, while striking a balance between safety and maintaining a supportive learning environment. Vanguard Learning Trust's protocol for conducting a search can be found in **Appendix 6**. Staff will be trained on how to carry out searches and the headteacher will ensure that staff who are permitted to carry out searches have been appropriately trained. Staff will take into consideration the age and needs of students being searched or screened. This includes the individual needs or learning difficulties of students with SEND and making reasonable adjustments that may be required where a student may have a disability.

8.5 Confiscation of prohibited items

Any of the items listed in Section 7.1 and 7.2 that are found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student. Schools will also confiscate any item that is harmful or detrimental to school discipline. Staff may confiscate or seize items in the possession of students that pose a risk to staff or students, are illegal or banned by the school rules or is evidence in relation to an offence and may confiscate, retain or dispose of a student's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a student's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other students to be educated.

8.6 Disposal of prohibited items

Where appropriate, the school's headteacher may retain or dispose of a student's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

Section 9: Restrictive interventions, including reasonable force and seclusion

9.1 Principles

The Trust is committed to providing a safe, inclusive and respectful learning environment for all students. Restrictive interventions, including the use of reasonable force and seclusion, are exceptional measures and must only ever be used where necessary to prevent harm. The Trust is clear that restrictive interventions:

- are not a behaviour management strategy;
- must never be used as a punishment;
- must always be lawful, reasonable, proportionate and the least restrictive option available; and
- must be applied for the shortest possible time necessary to manage risk.

Trust schools will prioritise prevention, early intervention and de-escalation in all behaviour support arrangements.

9.2 Legal basis and scope

All members of staff (and any person authorised by the headteacher to have control or charge of students) have a legal power to use reasonable force and other restrictive interventions to prevent a student from:

- committing a criminal offence;
- injuring themselves or others;
- causing serious damage to property; and/or
- seriously prejudicing the maintenance of good order and discipline.

This legal power applies on school premises and off site, including during educational visits, transport arrangements and other school-organised activities.

9.3 Use of reasonable force

Reasonable force refers to physical contact used to control or restrain a student in order to manage an immediate risk. Any use of force must be:

- necessary in the circumstances;
- proportionate to the risk presented; and
- the minimum force required to achieve safety.

The Trust does not permit:

- force used as a punishment;
- deliberate infliction of pain;
- any intervention that restricts breathing or compromises a student's airway; or
- holding a student face down or in a way that places them at risk.

Staff must take account of a student's age, understanding, medical needs, mental health needs, SEND adjustments and/or accommodations, trauma history and other vulnerabilities when deciding whether force is necessary and how it is applied.

9.4 Seclusion

Seclusion refers to the practice of placing a student in a confined space and preventing them from leaving. Seclusion is considered a restrictive intervention under DfE guidance. The Trust recognises that seclusion may only be used in exceptional circumstances, where:

- there is a serious and immediate risk of harm;
- no less restrictive alternative is available; and/or
- it is necessary to protect the student or others.

Staff should only put a student in seclusion to protect others from harm, when a student is experiencing high levels of emotional or behavioural dysregulation. The student should be supervised during the whole period of seclusion. When the immediate risk of harm is reduced, the student should be allowed to leave. Seclusion will never be used:

- as a disciplinary sanction;
- for staff convenience; and/or
- as a routine response to behaviour.

Any use of seclusion will be treated as a significant incident and is subject to the same safeguards, recording, reporting and review requirements as the use of reasonable force.

9.5 Students with SEN and/or disabilities

Restrictive interventions, including reasonable force, can be used on students with special educational needs and/or disabilities (SEND). Where a student's behaviour means that it is more likely that staff will need to use reasonable force or other restrictive interventions, schools will have a risk assessment in place. Schools will work to manage and reduce the risk, for example, by understanding the student's triggers and providing staff training. Where appropriate, schools will work with the student, their parents/carers and other professionals to develop prevention and de-escalation strategies, as well as a

behaviour plan that sets out prevention strategies and the types of physical interventions that will be used.

9.6 Recording, reporting and oversight
All significant incidents involving restrictive interventions, including reasonable force or seclusion, must be:

- recorded promptly and accurately on a standalone log;
- a copy of the report should be placed on the child's file of the school's safeguarding reporting platform;
- logged in accordance with Trust procedures; and
- reported to parents/carers as soon as reasonably practicable.

9.7 Oversight of senior leaders
Senior leaders will review incidents to:

- ensure the intervention was appropriate;
- identify any learning or training needs; and
- consider whether behaviour support, SEND provision or reasonable adjustments require review.

The Trust will use recorded information to monitor patterns, reduce reliance on restrictive interventions and strengthen preventative practice.

9.8 Support following incidents
Following any restrictive intervention, schools must ensure that:

- the student is supported to recover emotionally and physically;
- staff involved are offered appropriate support; and
- behaviour plans, pastoral support plans or SEND plans are reviewed where relevant.

Restrictive interventions should lead to reflection and improvement, not repetition.

Section 10: Student co-operation

10.1 Staying safe in school buildings
Unless students are taking part in an after-school activity, the school site should be vacated by 10 minutes after the school day has finished, which varies from school to school (this is noted in Part B of this policy). Students must not loiter in the vicinity of the school after this time. All students are encouraged to report any anti-social behaviour to any staff member as soon as possible. Incidents of graffiti or damage are reported as soon as they are found. For schools that use CCTV, footage will be used to identify any students who have been involved in vandalism. Students are only permitted to use toilet cubicles by themselves. Any students that enter toilet cubicles together or in a group will receive a sanction in line with this policy. Repeated offences will lead to higher sanctions.

10.2 Ongoing behavioural issues
Students whose behaviour is an ongoing cause for concern will lose the privilege of taking part in extracurricular activities (eg. representing the school in sports events, taking part in school performances etc), school trips, enrichment days and all celebratory events. This is a consequence of the lack of trust in students' behaviour. All these activities are for students who have proven that they can behave appropriately even when the boundaries are different. Decisions about participation will be made by the headteacher or a delegated member of staff and will take into account the individual circumstances for example where a student has SEND.

10.3 Responding to incidents
Students are expected to provide an honest account of events. Sanctions may be imposed for students who hinder or obstruct the school's investigation of an incident, or who knowingly provide false information.

10.3.1 Witnesses
Where an incident has taken place, schools will carry out an investigation as outlined in Section 6. Students will usually be interviewed by staff and/or asked to write a statement. If the incident is a criminal matter, students will be informed that their witness statement may be passed to the police if requested. If students are found to provide misleading and/or untruthful information, they will receive a sanction proportionate to the impact of the misrepresentation and/or falsehood (suspension or internal exclusion).

10.3.2 Suspects
If a student is a suspect in an investigation and is unwilling to cooperate, the school applies the same principle as the legal system; senior staff will investigate and make conclusions based on facts.

10.3.3 Anonymity
Staff will try to protect students' anonymity but it may not always be possible based on the context and the number of witnesses.

10.3.4 Context
The school will consider the full context of an incident before deciding on outcomes or sanctions. This may include:

- the age and developmental stage of the student;
- safeguarding concerns or vulnerabilities;
- SEND, mental health or medical needs;
- provocation, coercion or peer influence;
- whether the behaviour was deliberate, impulsive or reactive;
- whether the student attempted to seek support or remove themselves from the situation; and
- the impact on others and the wider school community.

Retaliation will not normally be considered self-defence. Schools will seek to balance accountability with support and will consider whether further intervention, assessment or safeguarding action is required.

10.3.5 Restoration
Schools may use restorative approaches to help repair relationships, rebuild trust and support students to understand the impact of their behaviour. Restorative practice does not replace appropriate sanctions where required, but may operate alongside them. Restorative approaches may include:

- restorative conversations;
- facilitated meetings;
- reflective work;
- written apologies;
- mediation; and
- community-based reparation activities.

Participation should be safe, appropriate and proportionate, taking into account the wishes and wellbeing of those affected.

10.3.6 'Safeguarding separation'
In exceptional circumstances, a decision may be taken to temporarily remove a student from the school community, , for safeguarding purposes. This may include a temporary safeguarding-related direction not to attend school premises, a suspension where appropriate, or placement in alternative provision where

lawful and necessary. This may be to protect the student (for example, from potential retaliation or peer pressure), to reduce the risk of further harm to others or to allow for a calm and safe investigation into a serious incident. Such decisions are made with the involvement of the school's designated safeguarding lead and must be proportionate, clearly documented and subject to review. Where a safeguarding separation is applied, schools must continue to fulfil their safeguarding and educational responsibilities, ensuring the student receives appropriate support, supervision and reintegration planning. The Trust will monitor the use of safeguarding separation to ensure it is used appropriately and equitably.

10.4 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school's headteacher will consider whether to discipline the student in accordance with this policy. Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the headteacher will consider whether to discipline the student in accordance with this policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the headteacher (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The headteacher will also consider the pastoral needs of staff and students accused of misconduct. The Trust's safeguarding policy contains further information on responding to allegations of abuse against staff or other students.

Section 11: Pastoral support plans

11.1 Purpose of pastoral support plans

Pastoral support plans (PSPs) are designed to identify and address the specific needs of students who may be facing challenges or difficulties that are significantly affecting their wellbeing, behaviour or academic performance. By creating a well-structured, personalised and coordinated programme of support, schools can provide targeted interventions to help these students overcome obstacles and thrive. PSPs provide a framework for schools to implement strategies and interventions that promote positive mental health, resilience and emotional well-being among students and are of particular use for students with SEND. This can help create a supportive and nurturing environment that enhances students' overall educational experience. An example PSP template can be found in **Appendix 7**. To provide further support, the structure and language of this plan may be adjusted to suit the age, stage and needs of the individual child. Where appropriate, students should be involved in shaping their own pastoral support plan so that targets, strategies and support mechanisms are understood and meaningful.

11.2 Students who need extra support

PSPs may be used to support students at risk of permanent exclusion, where usual school strategies may not have been effective. They may also be used for students with other responsibilities, lifestyle demands or home circumstances that add challenges, meaning that they need additional support, for example young carers, refugees or for students who have experienced recent bereavement. PSPs may also be used for students who have had a number of suspensions or have other pastoral concerns that cannot be met with usual pastoral support or mentoring.

11.3 Communication between stakeholders

PSPs facilitate collaboration and communication between various stakeholders involved in a student's education, such as teachers, support staff, parents/carers, and external agencies, usually over a period of 8 to 16 weeks. This ensures that everyone is aware of the student's needs, goals and strategies for support, leading to a co-ordinated and consistent approach to help the student.

11.4 Monitoring and evaluation

PSPs also contain mechanisms for monitoring and evaluating the effectiveness of the support strategies implemented, including regular reviews and progress against agreed success indicators. This allows schools to track a student's progress, make adjustments as needed and ensure that the support provided is having a positive impact.

Section 12: Alternative provision

12.1 Power of schools to direct a student off-site

Headteachers have the power to direct off-site education; this is not a permanent exclusion but a headteacher's right to use when they have decided this is required for a specific reason, eg. to improve behaviour and/or for specific safeguarding reasons. A direction off-site will not be used as a sanction or punishment for past misconduct. The off-site direction could be to another mainstream school or to an alternative provision (AP) setting. The DfE guidance indicates that parents should be consulted but that the direction is the headteacher's decision. This is different from a situation where a school is consulting with a family about a prospective managed move as outlined in Section 12. Where a student is directed off-site, the school will provide the parent/carer (and where required the local authority) with written information in accordance with statutory guidance and legislation, including the purpose of the placement, its expected duration, review arrangements and the objectives to be achieved.

12.2 Directing a placement for students at risk of permanent exclusion

When a student is at risk of permanent exclusion, and would benefit from support outside of the school setting to improve behaviour, an off-site direction may be made (see above). This is one of the ways that schools will try to avoid the need for a permanent exclusion. An off-site direction will only be used where in school interventions and/or outreach have been unsuccessful or deemed inappropriate. Where a student has an education, health and care plan, the school will notify and involve the local authority in accordance with statutory requirements.

12.3 Purpose of alternative provision

AP placements should support students with their personal, social and academic needs, allowing them to overcome barriers to attainment and should motivate students to learn, develop their self-confidence and improve their attendance and engagement. They should be educational and restorative, and have highly skilled, trained and qualified staff to help students make progress and may work closely with outside agencies including social care services, education psychology services and youth offending teams. Placements may be used protectively, coupled with reintegration or transition planning where appropriate. Any placements will be closely monitored and will involve the voice of the child and their parents/carers wherever possible. They will be reviewed regularly to ensure they remain in the best interests of the student and continue to meet identified educational, safeguarding and pastoral needs.

12.4 Arrangements

The length of time a student spends in AP will depend on what best supports the student's needs and potential educational attainment. During this period of off-site direction, the student might be in AP on a part-time schedule with continued mainstream schooling, or full-time for a limited period. The student remains the responsibility of the school and will be dual registered with the school and the AP. The school, and local governing board, will also keep the placement under review.

12.5 Types of alternative provision

AP can include educational establishments which are not mainstream, academy, special or private/independent schools. Pupil referral units and medical needs/tuition services are also considered alternative provision. Schools and the local authority can use further education colleges and sixth form centres for alternative provision for 14 – 16 year olds.

12.6 What can be expected from alternative provision
AP must meet the needs of students and enable them to achieve at least a good educational attainment level on a par with their mainstream peers, while the needs which require intervention are addressed. The school remains responsible for the monitoring and tracking of attainment, attendance, behaviour and safeguarding of their students placed in AP.

12.7 The review process
The child, parents/carers and all professionals involved must be clear why, when, where and how the placement will be reviewed. Schools will notify parents/carers (and the local authority where required) of review meetings and any decisions to extend an off-site direction in accordance with statutory requirements. Reviews should be frequent enough to provide assurance that the off-site education is achieving its objectives and that the student is benefiting from it. Parents/carers and the local authority can request in writing that the LGB reviews the placement. When this happens, LGBs must comply with the request as soon as reasonably practicable.

12.8 Attendance at alternative provision
Expectations around the student's attendance at AP will be agreed at the start of the placement. If the student does not attend, the AP will investigate in the first instance as it will be best placed to contact parents/carers and will let the school know of the student's absence. If a student's attendance to the AP is below expectations, they will be reminded why they have been instructed to attend the AP and why it is the best option for them. If this fails, the case may be referred to the local authority for further action; this may result in a fixed penalty notice being issued if a student persistently fails to attend AP and may result in prosecution.

12.9 Ofsted Inspection
Ofsted may inspect any AP arranged by the school. They will also look at records and documentation, such as research and risk assessments, to make sure that students are safe and the placement is in their best interest. Ofsted will evaluate how schools take responsibility for these students. They will confirm whether the AP is:

- suitable and safe;
- effective in helping students make progress;
- meets the academic and pastoral needs of the students; and
- meets the specific needs of students who have SEND.

Section 13: Managed moves

13.1 Definition
'Managed move' is a term used to initiate a process that leads to the permanent transfer of a student to another mainstream school, as part of a behaviour management process. Managed moves are voluntary, must be agreed by all parties and should be strictly in the child's best interests. A managed move will be offered as part of a planned intervention, preceded by information-sharing between the current school, receiving school and supported by an effective integration strategy. Managed moves are a permanent arrangement and are used to help individual children to remain in school and successfully complete their education.

13.2 Arrangements
The school should be satisfied all reasonable steps have been taken to resolve the student's difficulties. The school will then consult the parents/carers and the student about their views on a move to another school at a review meeting as part of the student's current pastoral support programme. If parents/carers agree that a managed move is appropriate, and written consent is obtained, they will be

asked to express a preference for an alternative school. Parents/carers must, however, be informed that a request for a managed move may not always be accepted and also that any transport requirements are the responsibility of the home school and the parent.

13.3 Information sharing
When a receiving school has been identified and the parents/carers have agreed, information will be shared with the potential receiving school. A meeting will then be arranged as soon as possible at the receiving school to agree whether to proceed with the managed move. The discussion will consider timings of the move and the induction process of the receiving school.

13.4 Managed moves
A managed move may be a preventative measure to permanent exclusion in a similar way to that in which direction to AP can be used on a temporary basis. As above, a managed move is a permanent move to a new mainstream school, to be undertaken as part of a planned intervention, when it is in the student's best interests and when agreed with the parents and the admission authority of the new school.

13.5 Managed moves and students with EHCPs
If the student has an EHCP and the school is considering a managed move, the school must first contact the local authority which maintains the student's EHCP. The usual statutory processes for amending a student's EHCP will apply.

Section 14: Suspensions and permanent exclusions

14.1 Principles
The Trust is committed to ensuring that suspensions and permanent exclusions are used lawfully, fairly, proportionately and as a last resort. Schools will:

- consider the individual circumstances of each case;
- ensure decisions are made in line with statutory guidance;
- balance the needs and safety of the wider school community with the needs of the individual student;
- consider whether additional support or assessment is required;
- work with parents/carers and external agencies where appropriate; and
- support students to reintegrate successfully following suspension.

The Trust is committed to reducing avoidable suspensions and permanent exclusions through early intervention, relational practice and targeted support. A headteacher may cancel a suspension or permanent exclusion that has already begun (or has not yet begun) provided the governing board has not yet met to consider reinstatement. Where an exclusion is cancelled, all relevant parties will be informed without delay and the student will be permitted to return to school immediately in accordance with statutory guidance. Separation for safeguarding purposes is distinct from suspension and permanent exclusion and will be managed in accordance with Section 9 and statutory safeguarding guidance.

14.2 Off-rolling
Trust schools are aware that off-rolling is unlawful. Ofsted defines off-rolling as:

> '*The practice of removing a student from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.*'

Headteachers, or deputy headteachers who are deputising, will not suspend or exclude students unlawfully by directing them off site, or not allowing students to attend school:

- without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off';
- because they have special educational needs and/or a disability (SEND) that the school feels unable to support;
- due to poor academic performance;
- because they haven't met a specific condition, such as attending a reintegration meeting; or
- by exerting undue influence on a parent to encourage them to remove their child from the school

14.3 Legislation and statutory guidance

The statutory guidance from the Department for Education: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including student movement. is based on the following legislation, which outlines schools' powers to exclude students:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (student Exclusions and Reviews) (England) Regulations 2012 as amended

In addition, this information is based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006, which sets out parental responsibility for excluded students
- Section 579 of the Education Act 1996, which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded students) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded students) (England) (Amendment) Regulations 2014
- The Equality Act 2010
- Children and Families Act 2014

14.4 Definitions

The following outlines key definitions in relation to suspensions and permanent exclusions:

- **Suspension**: when a student is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.
- **Permanent exclusion:** when a student is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

The roles and responsibilities of headteachers, governing bodies and the local authority in relation to suspensions and permanent exclusions are outlined in **Appendix 8**. This includes information on how decisions are made and how information is shared with parents/carers, governing bodies and third-parties. Where a student has a social worker or is looked after, schools will ensure that relevant professionals are informed and involved in accordance with statutory guidance. Parents/carers can apply for an independent review, outlined in **Appendix 9**. The Trust will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded student.

14.5 Types of behaviour that may result in internal exclusion, suspension or permanent exclusion

Appendix 10 outlines types of behaviour and possible consequences that may result in an internal exclusion, suspension or a permanent exclusion. This is not an exhaustive list and factors will be taken into account such as the student's age and whether they have any special educational needs as outlined in Section 5.

14.6 Returning from a suspension

14.6.1 Reintegration strategy

Following suspension, the school will put in place a strategy to help the student reintegrate successfully into school life and full-time education. Where necessary, the school will work with third-party organisations to identify whether the student has any unmet special educational and/or health

needs. The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life:

- Maintaining regular contact during the suspension or off-site direction and welcoming the student back to school.
- Daily contact in school with a designated pastoral professional.
- Mentoring by a trusted adult or a local mentoring charity.
- Regular reviews with the student and parents/carers to praise progress being made and raise and address any concerns at an early stage (see section 11.7).
- Informing the student, parents/carers and staff of potential external support.

14.6.2 Reintegration meetings

The school will explain the reintegration strategy to the student in a reintegration meeting before or on the student's return to school. During the meeting the school will communicate to the student that they are getting a fresh start and that they are a valued member of the school community. The student, parents/carers, a member of senior staff, and any other relevant staff will be invited to attend the meeting. The meeting can proceed without the parents/carers in the event that they cannot or do not attend. The school expects all returning students and their parents/carers to attend their reintegration meeting, but students who do not attend will not be prevented from returning to the classroom.

14.7 Consideration of reinstatement of a student

The school's LGB has the ability, in certain circumstances, to consider and decide on the reinstatement of a suspended or permanently excluded student within 15 school days of receiving the notice of the suspension or exclusion.

14.8 Removal from the school register

A student's name will be removed from the school admission register if:

- 15 school days have passed since the parents/carers were notified of the governors' decision to not reinstate the student and no application has been made for an independent review panel.
- The parents/carers have stated in writing that they will not be applying for an independent review panel.

Where an application for an independent review has been made within 15 school days, the LGB will wait until that review has concluded before removing a student's name from the register.

14.9 Internal provision to reduce permanent exclusions

Schools will seek to reduce the need for permanent exclusion through early identification, targeted intervention and the use of supportive internal provision. Strategies may include:

- pastoral support plans;
- mentoring and key adult support;
- SEND assessment and intervention;
- alternative provision placements;
- modified timetables where lawful and appropriate;
- therapeutic or counselling support;
- restorative practice;
- behaviour interventions; and
- multi-agency working.

The Trust remains committed to inclusion while recognising that there may be exceptional circumstances where permanent exclusion is necessary in order to maintain the safety, wellbeing and education of others.

14.10 Representations regarding suspensions and permanent exclusions
Parents may make representations to the LGB in relation to a suspension or permanent exclusion.

Section 15: Monitoring policy's implementation

This policy will be reviewed annually with other Trust policies, and updated in line with changes to legislation and relevant guidance. Part of this review will involve the creation of case studies exploring the impact of the Trust's collective endeavour to support student behaviour and the application of this policy. Data pertaining to student behaviour, particularly of students who fall within vulnerable subgroups, will be tracked and analysed to ensure that interventions are personalised and highly targeted towards the needs of those students. The Trust will work with its schools to consider this data, and whether there are patterns across the Trust, recognising that numbers in any one school are often too low to allow for meaningful statistical analysis. The school 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 students are identified by this analysis, the school will review its policies to tackle them. Stakeholder feedback will also be collected and evaluated at regular intervals to understand perceptions and experiences of the school's behaviour culture.

Section 16: Information sharing

All schools within the Trust work in conjunction with students, parents/carers and external agencies to ensure a safe environment for both students and members of the community.

Section 17: Complaints

If parents/carers have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the headteacher in accordance with the Trust's complaints policy; the majority should be able to be dealt with informally and should be resolved at this level. If the concern or complaint relates to a suspension or exclusion, the statutory procedure set out in the DfE exclusions guidance will be followed.

Version history

First issue/revision date	Approved by	Summary of changes if not first issue
May 2026	BoT	**New** ● Section 2.2 - Behaviour culture and routines ● Section 7 - Mobile phones and smart technology, in preparation for decision about Trust-wide approach to use of mobile phones ● Section 9 - Restrictive interventions, including reasonable force and the use of seclusion **Updated** ● Section 1.1 - language updated to better establish the tone of the policy ● Section 1.5 - updated references to current legislation and statutory guidance ● Section 3.5 - updated language to better encapsulate responsibilities of staff with regards to behaviour ● Section 4.5 - inappropriate use of social media in response to updated definitions and understanding ● Section 4.6 - included specific information about protected characteristics

		● Section 5.1.2 - added information about different types of SEN need and considerations ● Section 5.1.5 - improved language around adapting sanctions for students who may have SEN ● Section 6.1 - improved language summarising approach to investigating incidents ● Section 6.5 - added information about how schools come to a decision in establishing 'reasonable doubt' ● Section 8.1 - added vapes and related paraphernalia to list of prohibited items ● Section 10.3.4 and 10.3.5 - minor language tweaks to add clarity to expectations around student co-operation following behaviour incidents ● Section 11 - added a line that students should be involved in shaping of their pastoral support plans ● Section 14.1 - added clarity around the principles of suspensions ● Section 14.9 - further information around internal provision to reduce the risk of permanent exclusions ● Appendices - minor adjustments to language/phrasing throughout
July 2025	BoT	New sections: ● Section 5.2: Supporting students who present violent or pre-violent behaviours ● Section 6.9: Information about how schools will address off-site misbehaviour ● Section 6.10 Information about how schools will address online misbehaviour ● Section 6.11 Information about how schools will address suspected criminal behaviour ● Section 9.3.6: 'Safeguarding separation' ● Section 9.4: Information about how schools can address malicious allegations Updated sections: ● Section 1.5: Legislation, statutory requirements and statutory guidance related to behaviour ● Section 4.2.1: Clarity that the strategy to tackle bullying is within the Trust's wider context of a strategy of tackling child-on-child abuse ● Section 4.2.2: Adjusted the definition of bullying, taken from statutory guidance ● Section 4.2.3: Specific information about recording and monitoring of bullying, which is a statutory responsibility for schools ● Section 5: Information regarding supporting the behaviour of students with SEND ● Section 7 and Appendix 6: Updated information regarding searches, screening and

		confiscated to align with statutory guidance and model policy by The Key (checked by Forbes Solicitors) ● Section 14: Information about how schools use data related to behaviour ● Appendix 1: Inserted reference to responsibilities for school leaders regarding induction and transition arrangements ● Appendix 8: Adjusted the wording regarding the decision to permanently exclude, based on advice from WS
July 2024	BoT	Updates to policy
July 2023	BoT	Updates to policy

Appendices

Appendix 1: Responsibilities of staff in supporting positive behaviour

School leaders will ensure that they:

- communicate the contents of this policy to all students, staff and parents/carers so that the Trust's expectations are transparent to all stakeholders, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.
- ensure that staff will do this through a variety of means, such as outlining expectations during student induction activities, as well as frequent reminders of expectations throughout the academic year, such as during form times/assemblies and through the facilitation of the school's PSHE programme,
- support staff in applying this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable students may face;
- ensure that reasonable adjustments are made for disabled students, as required;
- support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture; and
- ensure that information that related to student behaviour issues is transferred to relevant staff as part of transition arrangements to help ensure that behaviour is continually monitored and that the right support is in place.

Teaching staff and teaching assistants will:

- model positive behaviour in the classroom and promote a teaching and learning ethos which encourages all students to attend and participate in lessons whatever their level of ability or need;
- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour;
- challenge students to meet expectations and maintain the boundaries of acceptable conduct;
- record incidents of poor behaviour and any given sanctions in the student's behaviour log which is managed on a school level;
- provide praise, rewards and reinforce positive behaviour;
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively;
- focus on de-escalation and preventative strategies rather than being solely reactive;
- consider the welfare of the whole Trust community and ensure that the majority of students' education is not jeopardised by the disruptive behaviour of a minority of students;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect student's behaviour and respond according to individual need;
- identify students who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve student behaviour and provide support. This could include:
    - more frequent engagement with parents/carers
    - home visits
    - mentoring and coaching
    - report cards
    - time in a student support unit
    - engaging with local partners and agencies to address specific challenges
    - consideration of whether a multi-agency assessment referral is required; and/or
    - designing a behaviour contract and/or pastoral support plan, with set targets

and support strategies embedded within

- contact parents/carers if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- set, mark and monitor homework and provide facilities for children to do homework in the school if required;
- send parents/carers annual written reports on their child's progress and arrange parents' evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

Support staff will:

- help manage and maintain the school's expectations of good behaviour;
- assist teaching staff with developing independence and resilience of students;
- encourage and reward good behaviour and work;
- encourage interaction between children, when appropriate;
- help to maintain a safe working environment; and
- report issues with students and/or student interactions to a teacher or pastoral leader.

Appendix 2: Trust-wide rights and responsibilities of students

Rights	Responsibilities
To feel safe both in and out of the classroom	Have regard for your own safety and that of others and care for school equipment/ resources/ environment
To learn, free from the disruption of others	Be prepared to engage in class and be involved with learning
Be valued and have good work recognised and rewarded	Accept and learn from any sanctions that you receive
To receive help and support where requested	Follow staff instructions and seek help when needed
To be listened to and respected	Respect yourself, other people and their belongings
To be treated fairly	Be self-disciplined and follow the school rules set out below
To be treated as an individual	Inform a member of staff when this policy has been breached by yourself or another student

School rules are outlined in the respective school's Part B.

Appendix 3: Generic expectations of parents/carers in supporting positive behaviour

Parents/carers are expected to:

- support the school in the application and enforcement of this policy;
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped;
- work with the school in support of their child's learning;
- attend virtual or in-person meetings at the school with staff to discuss their child's behaviour and to adhere to any parenting contracts that put in place;
- inform the school in writing of any medication their child needs to take;
- support their child in homework, revision and other opportunities for home learning;
- attend parents' evenings and discussions about their child's progress, if reasonably possible; and
- provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

Home-School Agreement
As part of the induction process of all schools within the Trust, parents/carers and their child will be asked to sign a Home-School Agreement.

This agreement emphasises the importance of parental involvement in their child's education. It encourages parents/carers to actively engage in their child's learning, support their academic progress, attend school events, and contribute to their child's overall development.

The agreement includes information about the school's values, ethos, and expected behaviour. It ensures that parents/carers and students are aware of the school's principles and helps create a positive and respectful learning environment aligned with those values.

The Home-School Agreement is designed to facilitate effective communication between parents/carers and schools. They may include provisions for regular parent-teacher meetings, progress reviews, or methods of communication that parents/carers can use to reach out to teachers or school administration.

The Agreement is a shared endeavour in encouraging students to take ownership of their learning and behaviour. It sets our expectations of how parents/carers can support their child's students' attendance, punctuality, completion of homework, and adherence to the school's code of conduct, fostering a sense of shared responsibility and accountability.

In case of disagreements or disputes between parents/carers and the school, the Home-School Agreement can serve as a reference point for resolving conflicts. It provides a framework for constructive discussions and problem-solving, promoting a collaborative approach to addressing issues that may arise.

Appendix 4A: Forms of child-on-child abuse

Physical abuse
Physical abuse may include hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why they have engaged in such behaviour, including accidentally, before considering the action to take or sanctions to introduce.

Cyberbullying
Cyberbullying can happen at all times of the day, with a potentially bigger audience. Cyberbullying involves the use of mobile devices to harass, threaten or intimidate someone. Bullying, including cyberbullying may constitute a criminal offence under legislation such as the Malicious Communications Act 1988 (which states that a person who sends electronic communications which are "indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim" would be deemed to have committed an offence). The Communications Act 2003, and the Sexual Offences Act 2003. Outside of the immediate support students may require in these instances, if the school staff consider that an offence may have been committed they will inform the Police.

Sharing nude and semi-nude images (formerly known as sexting)
Sharing of nude or semi-nude images is when someone sends or receives a sexually explicit text, image or video via the internet or mobile device. This includes sending 'nude/semi-nude pics' or 'rude pics' or 'nude/semi-nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. Once the image is taken and sent, the sender has lost control of the image and the image could end up anywhere. By having in their possession or distributing to others indecent images of a person under 18, many young people are not aware that they could be committing a criminal offence under the Sexual Offences Act 2003.

Any direct disclosure by a student will be taken very seriously. A student who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in the school is a last resort and they may have already tried to resolve the issue themselves. When an incident involving the inappropriate sharing of images via the internet or mobile device comes to the school's attention we will follow the guidance as set out in the UK Council for Internet Safety (UKCIS) publication outlined below. The key consideration is for staff not to view or forward illegal images of a child. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the Police for inspection.

When considering appropriate action regarding the sharing of inappropriate images, the DSL will take the age of the child involved and the context into account. Children under 13 are given extra protection from sexual abuse. The law makes it clear that sexual activity with a child under 13 is never acceptable and that children of this age can never legally give consent to engage in sexual activity. Any situations involving students and the sharing of nude and semi-nude images will be taken seriously as potentially being indicative of a wider child protection concern or as being problematic sexual behaviour.

Initiation/hazing
Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a school or sports team etc. Hazing can also be used as initiation into a street or other 'gang'. There are several different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in

common with older or established members of the organisation or 'gang', because they have all experienced this as part of a 'rite of passage'. Many rituals involve humiliation, embarrassment, abuse and harassment.

Prejudiced-based and discriminatory bullying/behaviour
The term prejudiced-based or discriminatory bullying refers to a range of hurtful behaviour which is physical, emotional or both, causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices related to disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Teenage relationship abuse
Teenage relationship abuse is defined as a pattern of actual, or threatened acts, of physical, sexual and/or emotional abuse perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. Abuse can occur online and offline and is never acceptable. 3.9

Upskirting
'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

Verbal abuse
Verbal abuse may include insults, name calling, gossiping, rumour-mongering, repeated teasing or making offensive remarks. There may be many reasons why a child harms another and it is important to understand why they have engaged in such behaviour, including accidentally, before considering the action to take or sanctions to introduce.

Racist abuse
Racist abuse refers to a range of hurtful behaviour, both physical and psychological, that makes an individual(s) feel unwelcome, marginalised and excluded, powerless or worthless because of colour, ethnicity, culture, faith community, national origin or national status.

Sexist abuse
Sexist abuse refers to a range of behaviours which demean, intimidate or harm another person.

Homophobic, biphobic or transphobic abuse
This is where bullying is motivated by a prejudice against lesbian, gay or bisexual people, or towards people whose sense of their gender or gender identity is different to typical gender 'norms' The above lists are not exhaustive, but are intended to give examples of the types of child-on-child abuse which young people may experience.

Extra-familial harm
Extra-familial harm is defined as risks to the welfare of children that arise within the community or peer group, including sexual and criminal exploitation. A key element of extra-familial harm is that in general, harm does not arise from the home environment; parents may not be aware that their child is at risk or may be struggling to protect their child and the family from harm against exploiters. However, sometimes parental neglect and lack of supervision may contribute to the young person's exposure to extra-familial harm. Children who experience difficulties or instability at home may be more likely to spend more time outside of home and hence be more vulnerable to extra-familial harm.

Extra-familial harm can take the form of:

- Child sexual exploitation
- Child criminal exploitation including drug dealing both locally and through county lines
- Modern slavery and trafficking
- Gang activity and youth violence
- Radicalisation

Students who are more vulnerable to child-on-child abuse

The influence of peers is possibly the most significant factor in a child's social development and, as such, anyone can be subject to child-on-child abuse. However, there are certain groups who may be more at risk than others. For example, those with protected characteristics such as:

- Those who are socially isolated from their peer-group
- Those who are questioning their sexuality and identity
- Those with SEND needs (the Trust is careful not merely to assume that indicators of possible abuse relate only to their specific learning needs and are not investigated beyond this assumption)
- Those with different ethnicity, race or religious beliefs
- Young carers
- Students that identify as LGBTQIA+
- Looked after children
- Students who are on a Child in Need (CIN) or Child Protection (CP) plan
- Students who have poor attendance to school
- Students who are known to the police
- Students with mental health concerns

Appendix 4B: Types of bullying

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence (including the threat of violence)
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by AI

Appendix 5: Procedure for investigating incidents

Assess the information that has come in: what has happened (if anything) and who is involved (known or unknown parties). Before commencing a school investigation, the school should ascertain whether police involvement is necessary and get advice if there is any uncertainty. The school should identify breaches of relevant policies, considering how misconduct has been identified, as well as how it was identified or reported.

Appoint an investigator. This could be an internal investigator or an external investigator depending on the complexity of the investigation, the skill and experience of the in-house team to do it, the number of people involved and the time and commitment needed to get the investigation done. Where children are being interviewed it is best to appoint an investigator who is appropriately trained in interviewing children which requires a specific skill set.

Prepare an investigation plan. This will define the parameters of the investigation, the resources needed, the suggested methodology for the investigator, timeframe and identify any risk areas as well as the support needs of everyone involved. In a complex and large-scale investigation perhaps involving lots of witnesses, the plan will be kept under regular review and will be updated accordingly.

Gathering evidence
Initial investigations of minor infractions of the policy may be carried out by a member of staff on their own. Further investigations or initial fact finding of more serious offences may be carried out by two staff together if necessary, in order to expedite the process. In secondary schools, students who have witnessed the behaviour will be asked to provide written, signed and dated incident reports. In primary schools, students who have witnessed the behaviour may be asked to provide a written account or may be asked to describe to staff what they saw and the member of staff will make a note of the response. See guidance on interviewing students in Section 6.2.

Keeping records. Investigators will record thought processes and actions that might have been taken. This will help evaluate the decision-making process and will be a helpful tool to help evaluate how the matter was handled.

Appendix 6: Searches, screening and confiscation

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. School staff who are authorised by the headteacher to search students will adhere to the statutory safeguarding guidance contained in *Keeping Children Safe in Education* and *Working Together to Safeguard Children* and DfE guidance on searching, screening and confiscation.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search. An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- the authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept. If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (DSL) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed. An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip. Before carrying out a search the authorised member of staff will:

- assess whether there is an urgent need for a search;
- assess whether not doing the search would put other students or staff at risk;
- consider whether the search would pose a safeguarding risk to the student;
- explain to the student why they are being searched;
- explain to the student what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”;
- explain how and where the search will be carried out;
- give the student the opportunity to ask questions; and
- seek the student’s co-operation.

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact a senior member of staff to try to determine why the student is refusing to comply. The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules. The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a student's outer clothing, pockets, possessions, desk or locker. 'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (eg. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in **Part A, Section 7**) and items identified in the school rules. An authorised member of staff can search a student's possessions when the student and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the DSL

The staff member who carried out the search should inform the DSL without delay:

- of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in **Part A, Section 7**; and/or
- if they believe that a search has revealed a safeguarding risk.

All searches for prohibited items listed in **Part A, Section 7**, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item listed in **Part A, Section 7**. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the DSL. The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will

consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least one of the student's parents/carers to inform them that the police are going to strip search the student, and ask them whether they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult). The student's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

This subsection and the 1 directly following apply to strip searches that involve the exposure of a student's intimate body parts but schools may decide to follow these procedures for other searches. For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others. One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult. No more than two people other than the student and appropriate adult will be present, except in the most exceptional circumstances. The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it. As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). Staff will follow the school's safeguarding policy and speak to the DSL. The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate. Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Seizure of items

Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this (guidance on this is provided in the DfE'S guidance on searching, screening and confiscation). If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

Screening of students

Schools may require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) regardless of whether they suspect the student of having a weapon and without the student's consent.

Appendix 7: Pastoral support plan (PSP) template

Pastoral support plan

NAME	GENDER	AGE	DOB	SEN SUPPORT CiC / EHCP	UPN

SCHOOL	CLASS / TEACHER	PSP START DATE	CO-ORDINATED BY

PSP TIME LIMIT AND REVIEW DATES WEEKLY PLAN	HOW WILL THE STUDENT KNOW THAT THEY ARE 'ON TRACK'? (ongoing recognition of weekly success)

STUDENT PROFILE	
WHAT IS GOING WELL?	WHAT IS NOT GOING WELL

STUDENT COMMITMENT	PARENTAL COMMITMENT
Signed……	Signed……

SCHOOL SUPPORT AND STRATEGIES	SUPPORT FROM OUTSIDE AGENCIES

PROACTIVE (How will adults know that I'm calm, relaxed and ready to learn?)	**ACTIVE** (How will adults know that I'm on the edge/ becoming anxious?)	**REACTIVE** (How will adults know that I'm ready to explode?)	**RECOVERY** (How will adults know that I'm returning to my calm feeling?)
What will the adults do to support me when I feel like this?	What will the adults do to support me when I feel like this?	What will the adults do to support me when I feel like this?	What will the adults do to support me when I feel like this?

HOW WILL I KNOW THAT I'M DOING WELL?	WHAT WILL HAPPEN TO HELP ME GET BACK ON TRACK?

REVIEW (to be written in from the beginning of the PSP process)	
Key dates	**Actions from the review meetings**
Week 4: date……..	
Week 8: date……..	

Notes:

Appendix 8: Roles and responsibilities of headteacher, local governing board and local authority in relation to exclusions and suspensions

The headteacher

Deciding whether to suspend or exclude
Only the headteacher, or acting headteacher, can suspend or permanently exclude a student from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort.

Before deciding whether to suspend or exclude a student, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked.
- Allow the student to give their version of events.
- Consider whether the student has special educational needs for which reasonable adjustments are required to be made (SEN).
- Consider whether the student is especially vulnerable (e.g. the student has a social worker, or is a looked-after child [LAC]).
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

The length of a suspension will be decided on by the headteacher who will take into account:

- The age of the student;
- Their disciplinary record;
- The nature of the offence;
- Any exam obligations.

The headteacher will consider the views of the student, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so. Students who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker. The headteacher will not reach their decision until they have heard from the student, and will inform the student of how their views were taken into account when making the decision.

As outlined in the statutory exclusions guidance, a decision to exclude a student permanently will be taken only:

- in response to serious breach, or persistent breaches, of the school's behaviour policy, **and**
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

Informing parents
If a student is at risk of suspension or exclusion the headteacher will inform the parents (or social worker / Virtual School Head (VSH) if applicable) as early as possible, in order to work together to consider what factors may be affecting the student's behaviour, and what further support can be put in place to improve the behaviour. If the headteacher decides to suspend or exclude a student, the parents will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay. The parents will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the suspension or permanent

exclusion to the local governing board and how the student may be involved in this
- How any representations should be made
- Where there is a legal requirement for the local governing board to hold a meeting to consider the reinstatement of a student, and that parents (or the student if they are 18 years old) have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend

The headteacher will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:
- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents may be given a fixed penalty notice or prosecuted if they fail to do this

If alternative provision is being arranged, the following information will be included, if possible:
- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information the student needs in order to identify the person they should report to on the first day

Full-time education (off-site or in a shared provision) will be provided from the sixth day of any period of suspension of six days or longer or where the cumulative period of suspensions in any one term exceeds five. This means that if a child has more than five consecutive school days of suspension, then education must be arranged for the sixth school day of suspension, regardless of whether this is because of one decision to suspend the student for the full period or multiple decisions to suspend the student for several periods in a row.

If the headteacher does not have all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the information may be provided with less than 48 hours' notice, with parents' consent.

Providing education during the first 5 days of a suspension or permanent exclusion
During the first 5 days of a suspension, if the student is not attending alternative (AP) provision, the headteacher will take steps to ensure that achievable and accessible work is set and marked for the student. Online pathways such as Google Classroom or Oak Academy may be used for this. If the student has a special educational need or disability, the headteacher will make sure that reasonable adjustments are made to the provision where necessary. If the student is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the student, including the use of online pathways.

Informing the local governing board and the local authority
The headteacher will, without delay, notify the Chair of the local governing board, the local authority (LA) and the social worker and / or VSH, if appropriate of:
- Any permanent exclusion, including when a suspension is followed by a decision to permanently

exclude a student
- Any suspension or permanent exclusion which would result in the student being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion which would result in the student missing a National Curriculum test or public exam

For a permanent exclusion, if the student lives outside the LA in which the school is located, the headteacher will also, without delay, inform the student's 'home authority' of the exclusion and the reason(s) for it. The headteacher will notify the local governing board once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled (see below), including the circumstances and reasons for the cancellation.

Cancelling suspensions and permanent exclusions
The headteacher may cancel a suspension or permanent exclusion that has already begun, but this will only be done where it has not yet been reviewed by the local governing board. Where there is a cancellation:
- The parents, local governing board and LA (including the social worker and VSH where applicable) will be notified without delay
- Parents will be offered the opportunity to meet with the headteacher to discuss the cancellation
- The student will be allowed back in school without delay

The local governing board
Considering suspensions and permanent exclusions
Responsibilities regarding exclusions are delegated to the school's local governing board. The board has a duty to consider parents' representations about a suspension or permanent exclusion. Any panel set up to consider exclusions will consist of at least 3 members and may be drawn from the LGB and/or Trustees. The panel must consider the reinstatement of an excluded student within 15 school days of notification of the exclusion if:
- The exclusion is permanent
- It is a suspension which will bring the student's total number of school days of suspension to more than 15 in a term
- It would result in a student missing a public exam or national curriculum test. In this circumstance the exclusions panel must meet as soon as possible, before the date of the test or exam as far as reasonably practical to do so. If this is not possible the Chair of Governors will consider the exclusion and decide whether or not to reinstate the student.

For suspensions of five school days or less in a term:
- governors must consider any representation from parents, but
- they cannot direct reinstatement and are not required to arrange a meeting with parents.

For suspensions of 6-15 school days in one term, governors must consider any representations from parents within 50 school days but only if parents request a meeting; governors can uphold an exclusion or reinstate the student (earlier or immediately). In the absence of any representations from the parents, the local governing board can consider reinstatement on their own.

In the case of a permanent exclusion, the LGB will follow the statutory guidance on exclusions at the time of the exclusion and convene to consider the reinstatement of the student within 15 school days. The panel will comprise 3 or more members who have undergone appropriate training, drawn from the LGB and/or Trustees, and will be independently clerked. When considering reinstatement of an excluded student the panel can either:

- Decline to reinstate the student, or
- Direct the reinstatement of the student immediately, or on a particular date

In reaching a decision, the panel must consider whether the exclusion was lawful, reasonable and procedurally fair and whether the Headteacher followed their legal duties. Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the student's educational record. The Chair of the panel will notify, in writing, the Headteacher, parents and the LA of its decision, along with reasons for its decision, without delay. Where an exclusion is permanent, the panel's decision letter will also include the following:

- The fact that it is permanent
- Notice of parents' rights to ask for the decision to be reviewed by an independent review panel.

The local authority

For permanent exclusions, the local authority (LA) will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.

Appendix 9: Independent review

If parents apply for an independent review within the legal timeframe, the Trust will arrange for an independent panel to review the decision of the local governing board not to reinstate a permanently excluded student.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the school's local governing board of its decision to not reinstate the student **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.

Following its review, the independent panel will decide to do one of the following:

- Uphold the local governing board's decision
- Recommend that the local governing board reconsiders reinstatement
- Quash the local governing board's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

Appendix 10: Sanctions in relation to internal/fixed-term suspensions and permanent exclusions

This appendix outlines types of student behaviour that could lead to a higher level sanction. More information regarding sanctions issued in individual schools can be found in Part B.

Internal suspensions

For minor and/or first incidents, the length of a suspension will generally be shorter; the length of time will increase for persistent misbehaviour. For more significant incidents, however, the length of time of the suspension will reflect the seriousness of the situation. The following are examples of incidents that will usually lead to an internal suspension:

- Repetitive acts of bullying (including cyber bullying);
- Acts of racist, disablist, religious intolerance, gender-based, homophobic, biphobic or transphobic abuse;
- Acts of defiance to a member of staff, including walking out of a classroom without permission (repetitive behaviour will lead to fixed-term suspension or permanent exclusion);
- Acts of behaviour that prevent teachers from teaching and/or students from learning;
- Acts of insolence towards a member of staff;
- Acts of inappropriate conduct towards staff, other students or members of the public;
- Acts of directly swearing at, and/or using abusive language towards, other students;
- Acts of plagiarism;
- Intimidation;
- Failure to attend a missed after-school detention;
- Poor behaviour or failure to report whilst on a post suspension report card;
- Failure to complete a school report including loss of, and/or, defacing, reports and not seeing the designated member of staff;
- Late arrival to school twelve times or more in a term without a reasonable excuse.
- Acts of sharing inappropriate material (this could be a fixed-term suspension depending on the circumstances)
- Acts of inappropriate behaviour in a school detention.

Smoking and vaping

1. Acts of smoking, including holding a lit cigarette (including an e-cigarette or vape), in the vicinity of the school grounds, in or out of school uniform on a school day, including sixth Form students (any repetitive behaviour will lead to a suspension);
2. Possession of cigarettes (including smoking-related equipment and/or vapes) and/or association with students who are smoking/vaping;
3. Possession of ‘e-cigarettes’, vapes or shisha pens, or similar.

Any repetitive behaviour of 1, 2 or 3, or a combination of the above, will lead to a suspension.

Suspensions

For minor and/or first incidents, the length of a suspension will generally be shorter; the length of time will increase for persistent misbehaviour. For more significant incidents, however, the length of time of the suspension will reflect the seriousness of the situation. The following will usually lead to a suspension:

- Acts of physical aggression or incitement to physical aggression (including assaults on other students);
- Persistent refusal to follow staff instructions or to accept the authority of the school (students are expected to follow staff instructions and accept the authority of the school.
- Persistent refusal to follow the school’s code of conduct, other school rules, discipline and uniform code;

- Possession and/or use/consumption of any of the following either on the school premises, on the way to or from school or on a school trip:
    - Illegal drugs
    - Chemicals, solvents
    - Alcohol
- Possession and/or use of any of the following:
    - Prohibited items (see Appendix 11: Searches)
    - Pornographic materials (including misuse or attempted misuse of ICT equipment). See Indecent Images Protocol;
    - Replica weapons;
- Possession of a laser pen; acts of using a laser pen, irrespective of ownership;
- Acts of abuse of any nature including incitement to abuse on religious, racial, sexuality, age or gender related grounds;
- Acts of bullying (including cyber bullying);
- Malicious accusations against school staff;
- Acts of behaviour that are dangerous or deemed to endanger the health, safety and wellbeing of any person associated with the school or a member of the public;
- Acts of contaminating food or drink which is likely to be consumed by staff or students;
- Acts of using any sharp object inappropriately;
- Acts of defiance to a senior member of staff (repetitive behaviour could lead to a permanent exclusion);
- Acts of swearing directly at a member of staff;
- Acts of vandalism or damage;
- Any act, either by word or deed which brings the school into disrepute. This includes any mention of the school or school staff on social media;
- Theft from students, staff, visitors, school property, the school's canteen and/or shoplifting;
- Burglary of the school at any time;
- Recording anti-social behaviour, including fighting, bullying, homophobic, biphobic, transphobic racist, sexist or gender-based comments or incidents and assaults of any description which involve members of the school community;
- Forwarding an inappropriate video, eg. a fight and/or posting on social media irrespective of whether or not the student recorded it;
- Acts of inappropriate use of technology
- Acts of fraudulent behaviour, including forgery and plagiarism, for any examination work;
- Setting off the school fire alarm without good reason;
- Acts of encouraging fighting or being a spectator of a premeditated fight;
- Refusal to cooperate with the school's investigation, obstructing an investigation or providing misleading information;
- Acts of smoking or vaping on the school site or in the school building.

Permanent exclusions

The statutory exclusions guidance states that a decision to exclude a student permanently should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy **and** where allowing the student to remain in school would seriously harm the education or welfare of the student or others, such as staff or students in the school. The following will usually lead to permanent exclusion for a 'one-off' incident:

- Serious actual or threatened violence against, and/or injury to a student, a member of staff, or a member of the general public;
- Sexual abuse or assault. Advice will be sought from the appropriate professionals and statutory safeguarding guidance will be followed);

- Supplying directly/indirectly an illegal drug in school to students in and out of school (the 2012 Association of Chief Police Officers guidance will be followed);
- Carrying an offensive weapon in school, on the way to or from school or on a school trip;
- Reckless behaviour, such as letting off fireworks, orchestrating a bomb hoax, throwing any object, which endangers individuals' welfare and safety.

Based on the school's duty to share information with other agencies relating to criminal activity and/or students at risk, the school will consider, on an individual basis and in accordance with statutory safeguarding guidance, whether to inform the police, or other appropriate professionals, including social services.

	Vanguard Learning Trust *As a group of local primary and secondary schools, Vanguard Learning Trust's mission is to serve its local community by providing outstanding, inclusive education. The Trust has a collective purpose and responsibility to provide effective teaching, through a curriculum based on equality of opportunity and entitlement that allows students to shine both in and out of the classroom. Each school in the Trust has its own ethos, which also complements the Trust's vision and values, with the common aspiration that all students can achieve their potential.*

Behaviour policy

Part B: Ryefield Primary School

Summer 2026

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Part B: Ryefield Primary School

Section 1: Implementation of this policy

1.1 Behaviour management and teaching and learning

A good behaviour management policy is at the centre of teaching and learning and underpins responsible membership of the school community. As such, it makes a significant impact on the school's aims:

- to provide a challenging, stimulating, caring and safe environment where all children are encouraged to develop to their full potential;
- to encourage independence, responsibility, self-discipline and pride in our achievements and the wider school;
- to enable all children to be granted respect irrespective of age, race, creed, gender, background or ability;
- to develop every child academically, physically, morally, spiritually, socially and culturally;
- to ensure a well-planned and appropriately resourced teaching and learning environment;
- to prepare children for the future and to nurture a desire to learn;
- to show care and responsibility in the way we all behave with one another in the school and the surrounding community; and
- to encourage parents/carers to take an active role in their child's learning including social and moral development.

1.2 Broad principles

The school takes a rewards-based approach. A rewards-based approach to dealing with student behaviour is of paramount importance in fostering positive learning environments. By utilising rewards, such as praise, recognition, or tangible incentives, educators can motivate students to exhibit desired behaviours and reinforce their efforts. This approach helps to create a sense of accomplishment, boosting students' self-esteem and encouraging them to strive for success. Rewards also provide immediate feedback, enabling students to understand the direct correlation between their actions and positive outcomes. Moreover, this approach cultivates a supportive and inclusive classroom atmosphere, promoting collaboration, respect, and empathy among peers. Ultimately, a rewards-based approach empowers students, enhances their engagement and contributes to their overall academic and personal development.

1.3 A positive approach

Positivity is at the heart of the school's approach towards behaviour management:

- Staff model the standards of courtesy expected from the children.
- Staff consistently use positive reinforcement 'I am pleased to see [child's name] working quietly'.
- Every member of staff praises students in every lesson at least twice more than every reprimand that might be given. Reprimands are also private rather than public.
- Staff manage children's behaviour in a calm, assertive manner.
- Rewards and sanctions are applied in a stepped, fair and consistent way.
- For serious incidents, an investigation is completed as soon as possible.
- If children are sent to the headteacher, or any other member of staff, they are given Reflection Sheets or apology templates to ensure they reflect on their actions.

1.4 Behaviour codes

The school's behaviour code system ensures that any unacceptable behaviour is dealt with consistently across the school; this will help the children to see that behaviour is dealt with fairly. It addresses the issue of low-level disruptive behaviour which can occur, as this not only affects the learning of the person responsible but can also prevent other children from learning to the best effect. The school's Behaviour codes and graduated framework can be found in **Appendix 1**, which shows the different levels of unacceptable behaviour for which a code may be given. It is used by all adults in school. It is emphasised that these are for guidance only, as the school recognises each individual case and each child's needs, including special needs and behaviour plans, and that personal context needs to be taken into consideration. It is also impossible to describe every instance or type of misbehaviour. Staff will always listen to each child when dealing with incidents and try to unpick/investigate what has happened, which can take time.

1.5 Communicating the behaviour code to students

The codes have been explained carefully to all of the children and they will be followed consistently across the school. When things go wrong and codes are given, staff discuss each student's behaviour with them, help them to make amends and give them alternative strategies. The aim of this approach is to help students make the right choices and equip them with skills for life. For more information on the behaviour codes, please refer to **Appendix 1**.

1.6 Behaviour sanctions

Sanctions play a vital role in effectively managing student behaviour in educational settings. By imposing consequences for misbehaviour, sanctions promote accountability, discipline and a safe learning environment. They establish clear boundaries and expectations, teaching students about the consequences of their actions. Moreover, sanctions foster a sense of fairness and equal treatment among students, ensuring consistent disciplinary measures. By addressing disruptive behaviour promptly, sanctions also prevent the escalation of conflicts and promote a positive classroom atmosphere. Additionally, sanctions provide valuable opportunities for reflection and personal growth, encouraging students to learn from their mistakes and make better choices in the future.

1.7 Acceptable forms of sanctions

The following are examples of some of the sanctions available to the school:

- A verbal reprimand and reminder of the expectations of behaviour.
- Time to reflect on their 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 (see **1.8**).
- A school-based community service, such as tidying a classroom.
- Regular reporting including early morning reporting; scheduled uniform checks.
- Being placed "on report" for behaviour monitoring.
- Suspension.
- In the most serious of circumstances, permanent exclusion.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary. When dealing with behaviour staff should be clear about their approach and in which category any action falls (see **Appendix 1**).

1.8 Detentions
A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the student is required to remain under the supervision of school staff when their peers have been allowed to go out for break. When used, it should be done so consistently and fairly by staff. This process is well known to all students and staff.

1.9 Suspensions and exclusions
A suspension means that a student is not allowed to attend school or go on to school premises for a period of time. An exclusion means that, due to unacceptable behaviour, they may be permanently unable to attend school.

1.10 Who can exclude
Only the headteacher can decide to exclude a student from school, or if they are absent, head of school, who should make it clear that they are acting in the headteacher's absence.

1.11 Types and definitions of exclusions
There are three types of exclusion at the school:

1. Suspension: A suspension is for a set number of school days, between one and forty-five days in an academic year. The number of days will be stated in the letter that the headteacher has sent to parents/carers. The suspension is temporary and the child will return to school at the end of the suspension. The number of days stated by the headteacher relates only to school days and not weekends, holidays and teacher training days.
2. External lunchtime suspension: This type of suspension is used to exclude a student for the lunchtime period only. The suspension is treated as a fixed-term suspension equivalent to half a school day.
3. Permanent exclusion: This means that the headteacher has decided that the child should not return to school. Permanent exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy, and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

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

- a targeted discussion with the student, 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/carers and the head of the local virtual school for looked after children;
- inquiries into the student's conduct with staff involved in teaching, supporting or supervising the student in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; and/or
- considering whether the support for behaviour management being provided remains appropriate.

1.13 Recording of incidents
All behaviour incidents must be logged and recorded in class/lunchtime behaviour logs and any moderate behaviour or higher on the school's online behaviour and safeguarding platform.

Exclusions are recorded in the school's management information system, in order to provide an ongoing record of a child's behaviour. Behaviour is monitored and a termly report is produced for the governing body. The chair of governors and local authority are informed. The governing body will review all permanent and certain fixed-term exclusions.

1.14 Proportionality

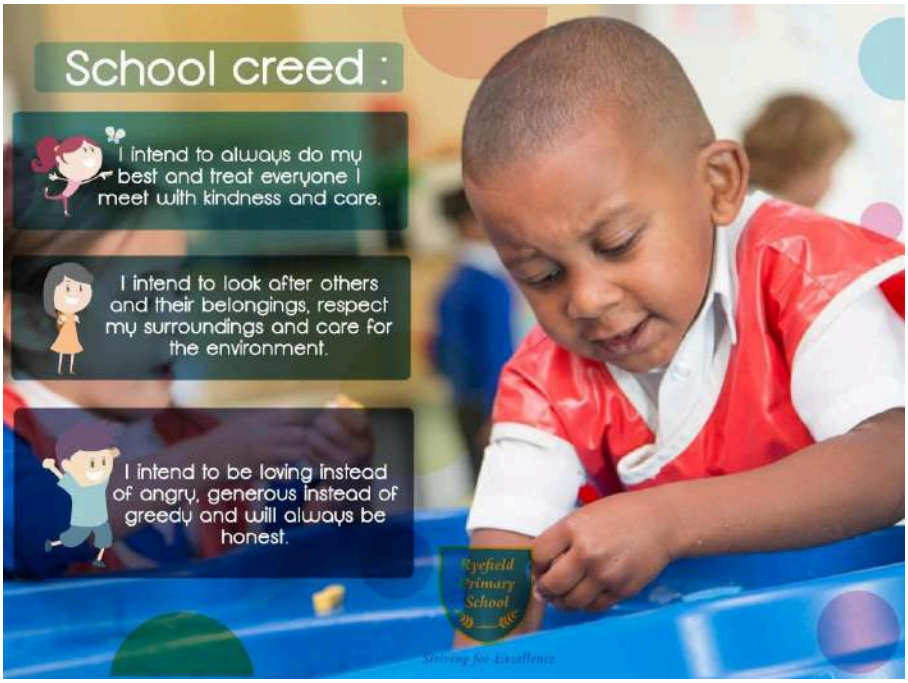
A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them. The school will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the school's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

1.15 Communication

Parents/carers will be informed of positive behaviours through certificates, letters and postcards home. All initial communication about behaviour takes place between the class teacher and the parents/carers. If a student's behaviour is persistently disruptive or poses a risk to the safety of others, then parents/carers will be contacted and invited, where necessary, to meet with the phase leader and class teacher. Serious behaviour issues ie. those that lead to internal exclusion will lead to the parents being invited to meet with the Head of School/Headteacher. Very serious behaviour issues which lead to external exclusions will be dealt with in reference to current government guidance and the school's exclusion policy.

Section 2: Student messages (eg. pledges, mnemonics)

2.1 Creed



The school creed serves as a guiding principle that promotes positive behaviours and fosters a sense of community. It encapsulates shared values and beliefs, providing individuals with a moral compass to navigate their actions. By adhering to a creed, people are encouraged to uphold virtues such as honesty, compassion and respect, fostering harmonious relationships and a conducive environment for growth. A creed instils a sense of responsibility, inspiring individuals to act ethically and make choices that benefit not only themselves but also society at large. It unifies people, creating a collective identity and a framework for positive transformation, ultimately shaping a better world for everyone.

2.2 Characteristics of learning

The characteristics of learning such as being bold, creative, reflective, cooperative, curious and resilient play a crucial role in improving school behaviour. The characteristics promoted at Ryefield are the children being:

- bold
- cooperative
- creative
- curious
- reflective
- resilient

	Being bold encourages students to step out of their comfort zones, take risks and embrace new challenges, leading to increased engagement and a positive attitude towards learning.
	Cooperative learning cultivates empathy, teamwork and respect, creating a supportive and inclusive classroom environment.
	Creativity fosters innovative thinking, problem-solving skills and a sense of ownership, making learning more enjoyable and reducing disruptive behaviour.
	Curiosity drives active participation, inquiry and critical thinking, motivating students to explore and discover knowledge independently.
	Reflective practices enable students to evaluate their actions, understand consequences and make better choices, promoting self-discipline and responsible behaviour.

	Lastly, resilience builds perseverance, adaptability and coping mechanisms, empowering students to overcome obstacles and setbacks, thereby enhancing their overall behaviour and academic performance.

Section 3: Relevant staff and chain of communication

3.1 Board of Trustees

Trustees will work with relevant members of the Trust's central team each school's senior leadership team (SLT) to help set the ethos and a set of core values that promote high standards of expected behaviour from students attending its schools. Trustees will monitor and evaluate the impact of the policy and will hold the chief executive officer (CEO) and headteachers to account for its implementation. Trustees will ensure that they receive relevant training on suspensions, exclusions, behaviour and discipline at least every two years.

3.2 Chief executive officer

The CEO will ensure that this policy is applied consistently across all schools within the Trust and will report back to the trustees. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

3.3 Local governing body

Governors in each school will review and monitor the application and implementation of this policy by receiving regular reports from the school headteacher on behavioural sanctions and support that is put in place for students at their school. Local governors will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the headteacher.

3.4 Headteacher

Each school's headteacher, with support from their respective SLT, will ensure that staff are supported and up-to-date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The headteacher will ensure that the teaching of behaviour expectations is included in induction for all staff and students, regardless of whether they enter the school at standard or non-standard entry points. The headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately, as well as not having a disproportionate effect on students sharing particular protected characteristics. The headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

3.5 Staff

The responsibilities of Trust staff in fostering and maintaining high standards of behaviour are set out in **Part A, Appendix 1** of this policy. Staff will receive training on behaviour strategies throughout the year and are encouraged to work collaboratively on methods and initiatives to help improve behaviour within their school and local community.

3.6 Students

The rights and responsibilities of students are set out in **Part A, Appendix 2** of this policy along with a list of the rules to which all students must adhere. Students will regularly receive reminders of the rules and

expected standards of behaviour. Students are expected to have a positive attitude and maintain high expectations for themselves. Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

3.7 Parents/carers

Parents/carers play an important role in ensuring good behaviour from their children. Our home-school agreement, found in **Part A, Appendix 3**, helps to clarify expectations, outlining the roles, and responsibilities of parents/carers in fostering good behaviour.

Section 4: Attendance (including truancy), punctuality and registers, rewards and sanctions

Regular school attendance is an important part of giving a child the best possible start in life, ensuring that the child can meet their full potential. Children with poor attendance tend to achieve less in both primary and secondary school. The school is committed to a positive policy of encouraging students to attend school regularly. The school will work with parents/carers to secure this aim.

4.1 Rewards for good attendance

The school aspires that children attend school every day to achieve 100%. To promote the importance of good school attendance the following rewards will be used:

- Certificates are awarded to children who achieve 100% attendance on a termly and yearly basis.
- During each weekly, whole school assembly, the class from each key stage with the best attendance will receive a reward.
- On a termly basis, rewards will be given to children with good attendance. For example, over the course of a term, every child who achieves a full week's attendance is entered into a draw to win a prize. Children are entered into the draw each time they achieve 100% attendance in a week's time period. Every child who has achieved 100% attendance over the term will receive a certificate.
- Class rewards are also given using our Marble Jar reward system. Each class also has a marble jar. The classes can receive two marbles a day; one for everybody being in school and another if everybody is on time. When the class reaches 30 marbles they will receive a 'Marble Party'.

4.2 Support for students with poor attendance

Children whose attendance falls below 86% may be placed on an attendance card. Children with poor attendance will be placed on an attendance chart. The cards and charts are for the children to monitor their own attendance under the attendance officer's supervision. Each day will be recorded on their card or chart and at the end of the week they may be rewarded for improved attendance. Children and parents/carers are encouraged to speak with a member of staff about any attendance concerns. It is never too late to ask for support; the sooner help is sought, the sooner the issue can be resolved.

4.3 School procedures for tackling poor attendance

The school will regularly send parents/carers letters and reminders of their children's attendance. If there has been no improvement then parents/carers will be invited in to meet with the attendance officer. At this point, parents/carers will be expected to provide medical evidence for all future absences. If this is not provided absences will be marked as unauthorised. If there is still no improvement, parents/carers will be invited in to meet with either the attendance champion, or the headteacher and the attendance officer. If there is still no improvement, or parents/carers do not respond to the school's letters or fail to show up for arranged meetings then the school will refer the family to the London Borough of Hillingdon's attendance support team. The school reserves the right to recommend that fines are issued for unauthorised and poor attendance.

4.4 Truancy

Truancy, the act of intentionally skipping school without a valid excuse, can have a significant impact on the behaviour of students within the educational setting. When students regularly miss classes, they miss out on valuable learning opportunities and fall behind academically. This can lead to feelings of frustration, helplessness, and disengagement, causing a decline in their overall behaviour. Truancy often correlates with increased involvement in delinquent activities, substance abuse and association with negative peer groups. The lack of structure and accountability that school provides can result in a diminished sense of responsibility and discipline. Ultimately, truancy undermines a student's educational progress and hinders their social and emotional development. More information can be found in **Part B**, **Appendix 1** including associated actions and consequences.

Section 5: Uniform

5.1 The importance of school uniforms

School uniforms play a crucial role in the lives of primary-aged children. Beyond their aesthetic appeal, uniforms promote a sense of belonging and equality among students. They eliminate clothing-based social comparisons, fostering a positive learning environment where children are judged for their character rather than their attire. Uniforms also instil discipline and pride, teaching young students the importance of adhering to rules and representing their school with dignity. Moreover, uniforms simplify the morning routine for busy parents, as they eliminate the need for daily outfit decisions. Overall, school uniforms foster a cohesive and inclusive atmosphere, enabling children to focus on their education and character development.

5.2 Breaches of school uniforms

While parents/carers overwhelmingly support our uniform policy, some do not actively enforce the wearing of uniforms by their children and so the school must enforce this. The school believes that by enforcing the rules, this makes life easier for parents/carers, so that they do not need to give in to pressure from their children who pretend that ”everyone is wearing jeans” etc. The school does remind parents/carers of the uniform requirements at the time of selecting schools; these requirements are in Part B, **Appendix 2.** As far as possible, any breaches of school uniform rules will be addressed by the article being confiscated or the student changing into borrowed items. However, the school will seek to support parents/carers who are suffering financial hardship and the school’s welfare officer will be contacted in the first instance.

5.3 Equalities statement regarding uniform

Over recent years, schools have (in line with other institutions and public bodies) been working towards an improved understanding of the diverse nature of their communities. Much of this work is in response to new legislation that places an increased duty on schools and other settings. Legislation requires schools to eliminate direct or indirect discrimination, victimisation or harassment and to promote equality for students/students, staff and others who use school facilities. These developments reflect the growing awareness of the need to view different equality strands beneath one umbrella, rather than seeing them as separate factions competing with each other for time and resources. At Ryefield Primary School, staff work to ensure that there is equality of opportunity for all members of our community across a range of strands, which include: race, disability, gender, religion and age as well as any other factors which have the potential to cause discrimination, eg. socio-economic factors. The final judgements regarding acceptable uniforms and appearance will be made by the headteacher and the school’s governing body.

Section 6: Inclusion and SEND

6.1 Consideration of SEND

Inclusion is a fundamental principle that promotes equality and respect for all individuals, regardless of their differences or abilities. When dealing with incidents of poor behaviour, it is crucial to ensure that the needs of students with special educational needs and disabilities (SEND) are taken into consideration. By adopting an inclusive approach, educators and institutions can create a safe and supportive environment for all students, including those with SEND. This involves providing appropriate accommodations, individualised support, and fostering understanding and empathy among peers. By valuing and incorporating the perspectives and needs of students with SEND, the school seeks to cultivate a culture of acceptance, empathy and fairness in addressing incidents of poor behaviour. Staff should not assume that because a student has SEND, it must have affected their behaviour on a particular occasion; this is a question of judgement for the school on the facts of the situation.

6.2 Reasonable adjustments

Staff should consider whether a student's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the student. In considering this, schools should refer to the Equality Act 2010 and schools guidance. Staff should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the student 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.

Section 7: Behaviour topics and implementation

7.1 Mental health

Promoting positive mental health is crucial for improving student behaviour. When students are mentally well, they are better equipped to manage their emotions and engage in positive interactions with others. A positive mental state fosters a sense of self-worth, resilience and empathy, which in turn positively impacts behaviour. By prioritising mental well-being, schools create a supportive environment that encourages open communication and reduces the stigma surrounding mental health issues. Providing students with the necessary tools and resources to develop good mental health habits equips them to handle stress, anxiety and other challenges effectively, leading to improved behaviour, enhanced focus and a conducive learning atmosphere. Ultimately, promoting positive mental health contributes to the overall well-being and success of students.

7.1.1 'Moments of Triumph'

Emotional resilience, emotional literacy (communication), emotional initiative and leadership are key in terms of developing an emotionally secure and adaptable child. Children have two minds: one that thinks and one that feels. How children function each day and throughout life is determined by both. Rational intelligence cannot perform well without emotional intelligence and emotional intelligence benefits from cool cognitive judgements of the rational mind. When the two perform together smoothly and efficiently, emotional intelligence rises and so does intellectual ability. Ryefield believes that an excellent school develops the whole child. The school's job is to make people the best that they can be, ready to realise their potential and face the challenges of secondary school and beyond. The school's bespoke personal development programme seeks to develop the requisite traits necessary for Ryefield's students to be ready for the challenges that lay ahead (see **Part B, Appendix 3).**

7.2 Online safety

Online safety is of utmost importance in ensuring responsible student behaviour in the digital age. With the proliferation of technology, students are exposed to various online platforms and potential risks.

Educating them about being safe online helps develop critical thinking skills, encourages responsible online behaviour and protects them from cyberbullying, inappropriate content and online predators. Teaching students about privacy settings, digital footprints and the importance of securing personal information safeguards their online presence. By promoting online safety, schools create a safe and supportive environment that fosters positive digital citizenship, empowering students to make informed decisions, develop healthy online relationships and navigate the digital world confidently and responsibly.

7.2.1 Cyberbullying
All reports of cyberbullying are taken seriously. As per our online-safety policy, students are regularly reminded about the impact of cyberbullying. Where cyberbullying has occurred outside of school, parents/carers are informed and students are interviewed and reminded of expectations. Students and parents/carers are offered support and advice via the family support team. Ryefield Primary School is also supported in this area via a local community police officer.

7.2.2 How the school responds to issues of misuse
Where a student misuses the school's computer systems or their access to the internet, the school will follow the procedures set out in our policies on behaviour and internet-acceptable use. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident and will be proportionate. The school will consider whether incidents which involve illegal activity or content, or otherwise serious incidents, will be reported to the police. Further information can be found in the school's Online Safety Policy.

7.3 National tests
When sitting the Key Stage 1 and 2 SATs, students are expected to exhibit certain behaviour to create a conducive testing environment. They should arrive punctually, prepared with the necessary equipment and with a calm mindset. During the assessments, students are expected to listen attentively, follow instructions carefully and remain focused on their individual tasks. Respectful behaviour towards peers and examiners is essential, maintaining a quiet atmosphere for all participants. Honesty and integrity should be upheld, refraining from cheating or engaging in any form of misconduct. Additionally, students should persevere through challenges, manage time effectively and ask for help when needed. These expectations ensure fairness, accuracy and a positive testing experience for all involved.

7.4 A proactive approach to reducing harmful behaviours
Being proactive when dealing with student behaviour is crucial for creating a positive and conducive learning environment. Proactivity allows teachers to address potential issues before they escalate, promoting a more productive and harmonious classroom dynamic. By establishing clear expectations and rules from the outset, teachers can prevent disruptive behaviours and foster a culture of respect and responsibility. Proactive measures such as consistent communication with students, implementing effective behaviour management strategies and providing individual support when needed, can prevent behavioural problems, enhance engagement and maximise learning outcomes. By taking a proactive approach, teachers can create an environment where students feel valued, supported, and motivated to succeed academically and socially. The school's checklist and information about the school's proactive approach to managing behaviour can be found in **Part B, Appendix 4**.

Section 8: Rewards

8.1 The importance of rewards
Rewards play a crucial role in enhancing school behaviour and fostering a positive learning environment. By providing incentives for good conduct, students are motivated to exhibit desirable behaviours

consistently. Rewards reinforce positive actions and serve as tangible acknowledgements of students' efforts and achievements. They create a sense of accomplishment, boosting students' self-esteem and confidence. Moreover, rewards can encourage healthy competition, teamwork and a sense of community among students. When students perceive that their positive behaviours are recognised and valued, they are more likely to engage actively in their studies, follow rules and exhibit respectful and responsible behaviour. Overall, rewards serve as powerful tools for promoting and improving school behaviour.

8.2 Examples of rewards

Verbal praise is given for following the school creed, class rules, effort and achievement. Dojo points are issued for achievement, effort and contribution to the school community. At the end of every half-term, Dojo points are converted to House points. The House that wins the most times in a half term wears its house colour on the last day of that half term. House points are recorded on a class chart.
'Moments of Triumph' achievements are rewarded for students reaching milestones in their personal development. A postcard home/target sticker for academic achievement is issued when a child has achieved a target or outstanding learning/progress and the teacher would like this communicated home.

8.2 Celebration assemblies

Students' achievements are celebrated with the whole school via the following:

- **Star-of-the-Week Certificate (Achievement Assembly)** given for exhibiting one of the six learning dispositions.
- **Headteacher's Class Asset Award** (**End of Year Prize Giving)** – Two children from each class are chosen for consistently good behaviour.
- **VLT termly awards** are given to children who have demonstrated the values of the Vanguard Learning Trust.

Section 9: Students' possessions

9.1 Mobile phones

Students in Year 5 and Year 6 who walk to and from school by themselves are allowed to bring mobile phones to school; however, the school has a 'see it/hear it/take it' policy. They are expected to be handed over to the main office as soon as the child enters the school grounds; they can collect their devices at the end of the school day. The school advises students not to bring other electronic equipment, such as iPads etc. into school unless asked to do so as part of a lesson. Sanctions for non-compliance are as follows:

- the first occasion in a term – equipment was confiscated and taken to the main office for collection by the student at the end of the day. A warning letter is sent to the student's parent/carer;
- the second occasion in a term - equipment confiscated and taken to the main office for collection by parent/carer. A letter is sent to the student's parent/carer and an additional sanction is given, and
- on the third, and any subsequent, occasion, in a term - equipment is confiscated and taken to the main office for collection by parent/carer. A letter is sent to the student's parent/carer and an extended sanction is given. A meeting with parents/carers will be arranged. In addition, phones must be handed to reception on entry into school each morning until the end of term.

If a mobile phone is used to contact a third party, including parents/carers, which leads them to contact the school this will be sanctioned with an internal or fixed-term suspension, depending on the amount of disruption caused to staff or concerns regarding the safety of staff or students. This includes students involving another student who makes contact with a third party with or without their knowledge. In

addition, contact with a third party may involve using any other form of communication, e.g. the internet, and/or through any medium or device.

9.2 Bikes, and scooters

Ryefield Primary School recognises the many positive benefits of children cycling and scooting to and from school. These include:

- improving health through physical activity;
- establishing positive active travel habits;
- promoting independence and improving safety awareness;
- reducing congestion, noise and pollution in the community; and
- reducing the environmental impact of the journey to school.

9.2.1 Role of the parent/carer

Parents/carers must ensure they:

- ensure their child has an appropriate knowledge of road safety.
- decide whether a child is competent to cycle or scoot independently to and from school. Safety rests with the parents/carer and the school has no liability for any consequences of that decision;
- take responsibility for checking that their child's bicycle is roadworthy and regularly maintained, or that the scooter is well maintained;
- provide a lock to secure their child's scooter or bicycle at school;
- ensure a helmet and appropriate clothing are provided; and
- encourage their child to take up opportunities to develop their competence and confidence in cycling.

9.2.2 Role of the student

Students must ensure they:

- ride sensibly and safely;
- ensure that their bicycle or scooter is locked securely in the appropriate place at all times when unattended;
- behave appropriately and consider the needs of others when cycling or scooting;
- if cycling, wear a cycle helmet and appropriate high-visibility clothing; and
- dismount from their bicycle or scooter when entering the school gate.

9.2.3 Role of the school

The school must ensure that it:

- provides high-quality cycle training to students in upper KS2;
- provides and maintains cycle and scooter storage areas;
- actively promotes cycling and scooting as a positive way of travelling; and
- celebrates the achievements of those who choose to cycle and scoot to school.

Ryefield Primary School is not responsible for bicycles or scooters brought onto or left on the school premises and is therefore not liable for students' bicycles or scooters being stolen or damaged by a third party. The headteacher will notify parents/carers if children do not adhere to the School Scooting and Cycling Policy and permission to ride may be withdrawn until the issues identified have been satisfactorily addressed.

Section 10: Student voice

Seeking student voice is crucial when addressing student behaviour. By actively involving students in the process, the school gains valuable insights into the underlying factors influencing their actions. It fosters

a sense of ownership and responsibility, empowering students to take an active role in shaping their educational environment. Student voice promotes a collaborative and inclusive approach, allowing students to express their perspectives, concerns, and needs. It helps educators develop a deeper understanding of individual circumstances and tailor interventions accordingly. Moreover, involving students in decision-making processes enhances their sense of belonging and engagement, leading to a positive classroom atmosphere and improved behaviour management. Ultimately, student voice cultivates a student-centred approach that benefits both individual growth and collective learning. The school gathers student voices in the following ways:

- Student voice groups
- Visible learning targets students
- Student attitudinal survey
- Governor visit days.

Section 11: Student leadership positions

Creating positions of leadership and responsibility plays a vital role in promoting good school behaviour. These positions empower students to take ownership of their actions and become positive role models for their peers. By assigning responsibilities such as prefects, student council members, or mentors, schools instil a sense of accountability and pride in students. These leaders have the opportunity to model exemplary behaviour, resolve conflicts and encourage a respectful and inclusive environment. Furthermore, involving students in decision-making processes fosters a sense of ownership and boosts their self-esteem. The school provides students with the following leadership positions:

- 'Calm Club' coordinators
- 'Expert Learners'
- House and Vice House Captains
- WFA Ambassadors
- 'Positive Play' role models
- Sports ambassadors
- Safeguarding Super Heroes

Version history

First issue/revision date	Approved by	Summary of changes if not first issue
06.07.2026	LGB	Minor alterations to wording Appendix 1 updated with a revised table of behaviour codes and sanctions
07.07.2025	LGB	Section 1.2: Reference to the name of the third-party MIS has been removed. Section 1.10: Title of role changed Section 1.13: Defunct policy removed Section 8.3.7: This has been rewritten to reflect the changes to the management of behaviour at after-school clubs and extracurricular activities. Section 10: The PASS survey has been deleted. The term 'confiscated' has been changed to 'collected in'. Appendix 1: Behaviour Codes and Graduated Framework have been updated to reflect responses to reactive and premeditated behaviour.
08.07.2024	LGB	

Appendices

Appendix 1: Behaviour Codes and Graduated Framework

Appendix 2: PE Kit and School Uniform Expectations

Appendix 3: Examples of emotionally intelligent behaviour developed within 'Moments of Triumph'

Appendix 4: Ryefield Primary School's checklist, and tips in fostering a proactive approach to managing behaviour.

Appendix 5: Home school agreement.

Appendix 6: Reflection sheets

Appendix 1: Behaviour codes and graduated framework

Low-Level Behaviour (L)

Code	Behaviour Type	Examples	Typical Response	Staff Responsible
L1	Low-level disruption	Calling out, off-task behaviour, fiddling, minor uniform issues, distracting others	Reminder of expectations, visual cues, and positive reinforcement	Class teacher
L2	Repeated disruption	Ignoring instructions, wandering, persistent talking, refusal to begin work	Warning, short time-out, reflection sheet, recorded on class log if repeated	Class teacher
L3	Disrespectful behaviour	Rude tone, answering back, name-calling, refusal to attend detention/sanction	Restorative conversation, break/lunchtime detention, incident logged, parent informed if repeated behaviour monitoring, or contract/plan considered, parent	Class teacher

Low-level behaviour incidents will be, where necessary, logged and monitored by the class teacher. Repeated behaviours are to be reported to parents, and if they become persistent and disrupt learning, then they will be dealt with as an S2 code.

Moderate Behaviour (M)

Code	Behaviour Type	Examples	Typical Response	Staff Responsible
M1	Minor physical behaviour	Rough play, accidental pushing, unsafe conduct during play	Safety reminder, restorative discussion, loss of playtime and monitoring if needed, and parent informed if conduct was unsafe.	Class teacher
M2	Deliberate disruption or damage	Throwing items, damaging displays or property, hiding belongings, and misuse of digital platforms	Calm-down time, restorative discussion, possible restitution, parent informed	Class teacher / Phase leader
M3	Targeted unkindness	Repeated teasing, exclusion, swearing, malicious accusations, deliberate unkind behaviour, and peer pressure disruption	Restorative meeting, behaviour targets, PSHE session adapted by class teacher to address the issue with the class/group, adult supervision, and parent-informed.	Class teacher / Phase leader

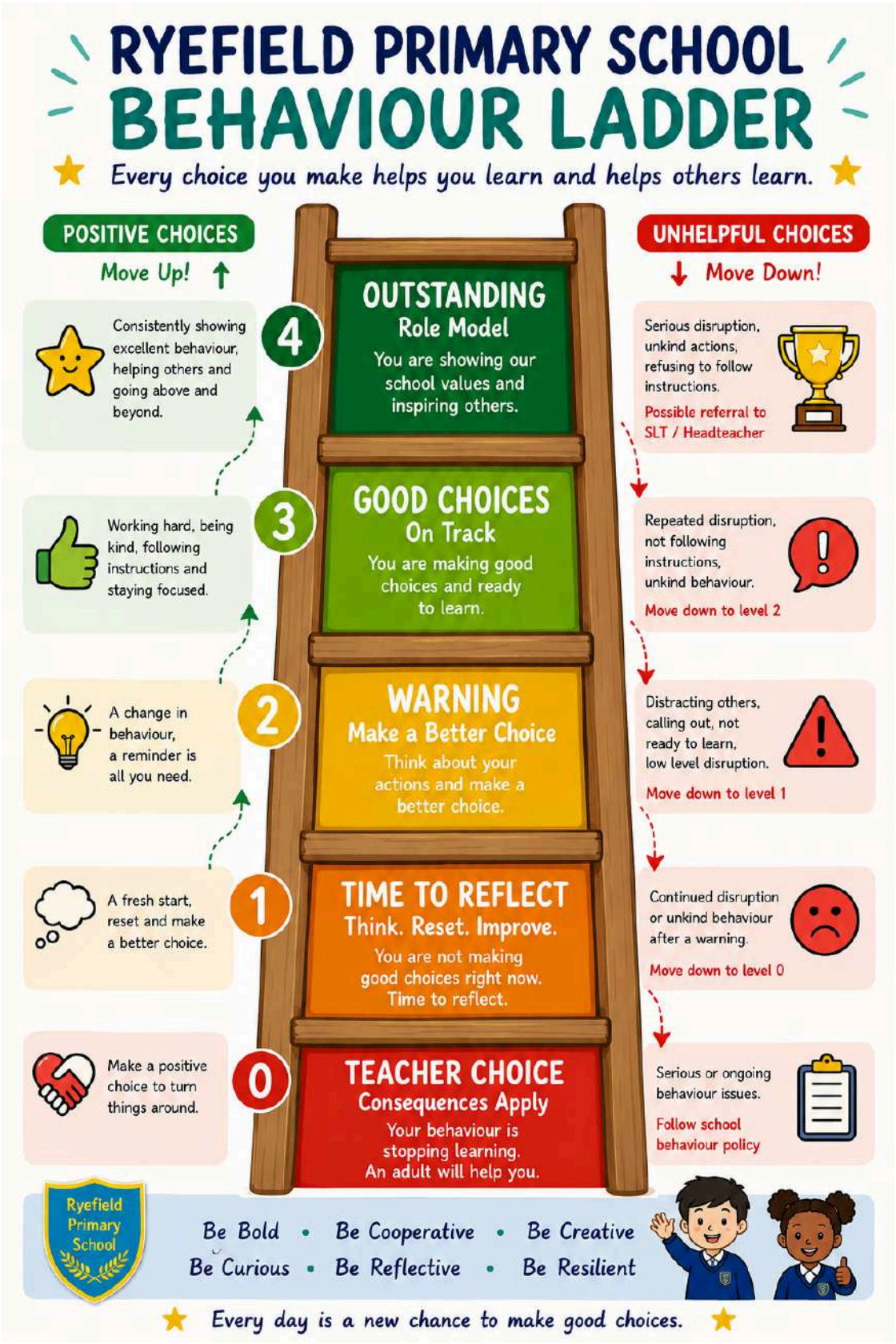
Moderate unsafe behaviour incidents will be reported to the child's parents via Class Dojo and logged on the school's monitoring system (CPOMS) by the class teacher.

Serious Behaviour (S) Internal, permanent or fixed-term exclusion will be considered for all serious behaviours. The context of the child will be factored into the decision-making process.

Code	Behaviour Type	Examples	Typical Response	Staff Responsible
S1	Serious behaviour	Fighting, kicking, hitting, physical aggression; leaving class without permission; threatening behaviour; use of discriminatory language relating to protected characteristics, e.g. racist, sexist, homophobic, Islamophobic or anti-Semitic language; bringing the school into disrepute; setting off the fire alarm, and tacit encouragement of/incitement to commit physical or verbal aggression.	Immediate removal from class/playground, reflection task, behaviour monitoring, or contract/plan considered, parent and SLT informed	Class teacher, phase leader, and SLT
S2	Persistent behaviour which disrupts teaching and learning	Swearing at staff, threatening behaviour, refusal to follow the instructions of the class teacher/member of staff, and malicious allegations against staff	Incident logged, parent meeting, behaviour monitoring, or contract/plan considered, parent and SLT informed	SLT
S3	Persistent bullying	Sustained intimidation, targeted name-calling, cyberbullying	Investigation, mediation, behaviour support plan, parent and SLT informed	SLT
S4	Dangerous or illegal behaviour	Truancy, weapons, serious assault, major theft, smoking/vaping, possession and use of alcohol and drugs, possession and sharing of inappropriate materials/substances, acts of contaminating food and drink, and vandalism that causes significant damage to the school environment.	Safeguarding procedures followed, possible exclusion, DSL involvement, parent and SLT informed, and referral to statutory agencies if necessary	SLT/DSL
S5	Sexualised or harmful behaviour	Inappropriate touching, sexualised language, harmful sexual behaviour	Immediate safeguarding response, DSL involvement, risk assessment and safety plan undertaken, and referral to statutory agencies where appropriate	DSL/SLT

Parents will be contacted by SLT for all serious behaviour; the incidents and subsequent actions taken will also be logged on the school's monitoring system (CPOMS).

Behaviour Ladder display



Escalation and support framework

Repeated behaviours or increasing severity trigger graduated sanctions and layered support:

- Personalised behaviour or report cards
- EHCP and risk assessments
- Pastoral mentoring
- Parent and multi-agency engagement
- SEMH/safeguarding referral where needed
- Explicit application on school trips, external clubs, digital platforms

Note: All behaviour must be interpreted in context. If a child has SEND or is undergoing assessment for SEMH, behaviour may indicate unmet need and should be supported in line with the graduated response and SEND Code of Practice.

Appendix 2: PE Kit and School Uniform Expectations

The school expects students to wear suitable clothing to school on PE days, such as trainers and a tracksuit. The clothes should be suitable for the specific seasons, students must not wear either 'strappy tops/vests', basketball shirts or fashion shorts

Shoes

Students must wear proper shoes and not trainers, other than PE when trainers are of course required. Students may wear trainers outside at break time only if they are actively playing sports. Students must arrive at school in shoes and will be asked by staff on duty to change if they are wearing trainers. Students are allowed to wear plain black trainers to lessons if they have a medical reason for this and have a letter from their parents explaining this. If students have no shoes because for instance, they are broken or have got wet, or they have been forgotten, they will be required to change into shoes supplied by the school which are disinfected after each wearing in exactly the same way as 10-pin bowling shoes. Refusal to comply is treated in the same way as any refusal to comply with school rules. If students wear boots in the winter they may only wear them with trousers which are worn over the boots, not tucked into them.

Coats

Students may wear any coats but they must be normal coats or jackets. Knitted woollen jackets will be treated as cardigans. Coats may not be worn in lessons and students are expected to take them off rather than wait to be asked. Non-uniform sweatshirts may not be worn as coats over school sweatshirts.

Jewellery

Students are allowed to wear one small stud earring in each ear, not hoops, drop earrings, large decorated studs or expanders.

Scarves and hats

Students are allowed to wear scarves outside during break times for warmth, but they are not allowed to wear these in classrooms or as fashion accessories. Hats or caps may not be worn indoors at all.

Hairstyles

Most hairstyles are acceptable but extreme hairstyles such as Mohicans or dyed hair are not allowed.

Makeup

Students are not allowed to wear makeup and false nails should not be worn to school.

Ryefield Primary School Uniform Policy

At Ryefield we expect all children to wear school uniform when attending school. Ryefield branded uniform can be purchased through our uniform suppliers; PMG – www.pmgschoolwear.co.uk. All other uniform can be purchased online or from a supermarket.

School Uniform

- Grey skirt (knee length), pinafore or grey straight legged trousers
- White polo shirt or Shirt for years 5 and 6
- Royal blue sweatshirt or school cardigan
- White/grey socks (not "trainer socks") or grey tights
- Blue gingham summer dress/shorts or grey shorts
- Black sensible, low-heeled shoes (no boots)
- Ties for years 5 and 6

PE

- Children should wear suitable PE clothing to school on PE days such as trainers and a tracksuit. During summer, strappy vests and short shorts are not acceptable for PE days and should not be worn.

Other items needed for school

- **Bags** – it is compulsory for pupils in EYFS, Year 1/2/3 to have a Ryefield book bag. Children in Years 4/5/6 should have a school bag which will fit comfortably in their locker. Excessively large bags should not be brought to school
- **Hats** - baseball hats may be worn outside in the summer
- **Hair bands** – must be small and a similar colour to natural hair colour, subdued colours or royal blue
- **Head scarves** – may be worn for religious reasons only, but they must be plain
- **Swimming** - year 4 pupils require a swimming hat; pupils with a medical condition should wear a yellow hat and those who do not should wear a blue hat. Hats can be purchased from the school office *(Swimming is currently postponed due to COVID)*
- **Waterproofs** – it is important that children have waterproof coats for playtimes
- **Water bottle** – all children should bring a named water bottle to school which should be metal or plastic and reusable. NO GLASS BOTTLES
- **Headphones** –children from Reception to Year 6 should bring headphones to school. Headphones with a microphone are preferable but not essential
- **Pencil case/stationary** - All children in Years 1- 6 must bring a stocked pencil case to school. It should be labelled. The contents should include: HB pencils, an eraser, a sharpener, a ruler, a highlighter, a glue stick, rounded scissors, black whiteboard pens, either colouring pencils or Crayola twistables, a writing pen (year 5 and 6 only), green biro pen (KS2 only), purple biro pen (KS2 only). NO FELT TIP PENS. **Pencil cases will be returned at the end of each half term to be replenished**



Rules relating to the wearing of school uniform

- **Ryefield Uniform** – uniforms do not need to have the Ryefield logo on them. Plain versions are absolutely fine
- **Sweatshirts/jumpers** - are not to be worn tied around the waist
- **Shirts** - are to be tucked in at the waist
- **Hats** - are not to be worn indoors at all
- **Jewellery** - no jewellery at all except for plain stud earrings or for religious reasons. Stud earrings are not to be worn on PE/Swimming days - teachers are not responsible for looking after earrings
- **Watches** - watches may be worn by children in KS2 the school is not responsible for the safeguarding of such items
- **Trainers** – if you must wear trainers other than for PE it must be for a medical reason and a note must be received
- **Hair** – where it is long enough to do so, all children (boys and girls) are required to tie up their hair, this is for both health and safety reasons and to ensure the children look smart and ready for school. Hair accessories should be minimal and plain. Non regulation hairstyles are not part of school uniform and should not be worn, these include:
  - Patterns cut into the hair
  - Hair that is long in parts and very short elsewhere e.g. Mohican
  - Hair that has been dyed, wholly or partly
  - Haircuts shorter than a number 2
- **Clothing/item labels** - All clothing/personal items should be clearly labelled with your child's name so that it can be easily identified if lost. The school cannot accept responsibility for any lost items
- **Other**- no body paint or transfers, no nail varnish or false nails, no sun glasses unless for medical reasons, no flashing shoes or trainer shoes

Appendix 3: examples of emotionally intelligent behaviour developed within 'Moments of Triumph'

Examples of emotionally intelligent behaviour for children aged 2-4 years:

Emotional Trait	
Intrapersonal Skills	
Self-regard	Able to say why they are special/what their favourite things are.
Emotional self-awareness	Excellent detail when drawing a picture of themselves.
Assertiveness	Making the right choice if they see another child picking on another child, taking without asking, littering …
Independence	Showing responsibility or discipline by feeding/watering a plant on a regular basis. Helping the teacher to tidy/put things away.
Self-actualisation	Showing imagination/aspiration through play e.g. wanting to be an astronaut, doctor , race car driver.
Interpersonal Skills	
Empathy	Being able to put themselves in another's shoes and seeing something from another person's point of view e.g. expressing how mummy feels when I won't share/pick up toys.
Social responsibility	Recycling paper products, cans, and plastics or turning off lights when not in use OR knowing when to say please and thank you.
Interpersonal relationships	Thanking or showing appreciation to a teacher, a family member e.g. a thank you card or showing thanks to mum on Mother's Day.
Adaptability	
Reality testing	Shows real life responsibility and structure e.g. washes hands, picks up toys OR understanding what a policeman/fireman does.
Flexibility	Any sharing task e.g. making a collage with another child or playing 'Simon Says' (ie. playing when plans change).
Problem-solving	To demonstrate decision-making around fun and not-so-fun activities e.g. brushing your teeth instead of having an ice-cream.
Stress Management	
Stress tolerance	Relieve stress in a productive way e.g. dancing, singing or listening to your favourite music/song.
Impulse control	Able to discuss the consequences of eating too many sweets.
General Mood	
Optimism	Show positive attitude and anticipation about the future e.g. going on holiday or moving up to Reception year.
Happiness	Able to make other people/children laugh e.g. tell a joke

Examples of emotionally intelligent behaviour for children aged 5-7 years:

Emotional Trait	
Intrapersonal Skills	
Self-regard	Being able to identify their own special talents (singing, running etc.) OR describing themselves or others using words such as caring, appreciative happy, kind.etc
Emotional self-awareness	Being able to identify times when they have felt happy, sad, scared etc. OR Letting another child know that they enjoy doing things with them/ show genuine interest in what one of their peers does or is doing.
Assertiveness	Being able to list the types of people who help you to make the right decisions OR knowing when it is right to say "no."
Independence	Being able to do something that makes them feel good about themselves e.g. helping someone else, feeding a pet or learning a new sport/dance move.
Self-actualisation	Acknowledge a skill that they would like to develop e.g. get better at reading OR making a card to say how special a friend/relative is.
Interpersonal Skills	
Empathy	To be able to think about a scenario from another child's point of view e.g. knowing how it feels for being blamed for something they didn't do, being laughed at when they made a mistake, being pushed out of line etc.
Social responsibility	Being able to list/say ways in which they could be more respectful or helpful e.g. recycling rubbish or thinking about how I could do better with friends, at school work or helping/being respectful at home, …OR knowing when to ask a grown up for help.
Interpersonal relationships	Knowing that no matter where we live or where we are from it is important to respect everyone. Acknowledge that some children speak different languages, are from a different race or have a different religion. Know that despite differences it is important to be honest, kind and helpful to our peers.
Adaptability	
Reality testing	Knowing the difference between what we think is happening and what is really going on e.g. The wolf was nice to Little Red Riding Hood but what was really going on?
Flexibility	Knowing that life changes as we grow e.g. how would you feel if you had to leave your friends and move to a new school OR going to a place we have not been to before. Demonstrating that you can use change to learn something new e.g. making new friends, see something different and interesting, learn to say 'hello' in a different language.
Problem solving	Two children both wanting the same thing but coming up with a solution e.g. Two children wanting to play on a computer and then agreeing to take turns for an equal amount of time.
Stress Management	
Stress tolerance	Getting up and going to school even when they don't feel like it OR Knowing what makes the term feel better e.g. playing with friends, riding a bike, doing a silly dance.
Impulse control	Know not to take things from someone else or to take too much of something that is not good for us e.g. eating lots of sweeties or chocolate in one go OR walking away from trouble in the playground.
General Mood	
Optimism	Think of good things even when something feels bad e.g. even though mum can't always pick me up she is able to on a Friday OR even though it's raining I can splash in the puddles once the rain clouds clear.
Happiness	Being able to use words like glad, cheerful, fun, happy when describing themselves or an event OR To acknowledge that friendship, being thoughtful, time with family, singing, travelling, learning, sharing can make them feel happy. OR to tell a joke in context.

Examples of emotionally intelligent behaviour for children aged 8-10 years:

Emotional Trait	
Intrapersonal Skills	
Self-regard	Being able to identify their talent e.g. playing a musical instrument, bowler in cricket OR knowing what the nicest thing about themselves is e.g. thoughtful, trustworthy
Emotional self-awareness	Being able to name and identify emotions and behaviours associated with emotions such as being as curious, amazed, delighted, ashamed, confused, jealous.
Assertiveness	Speak up about how you are feeling about something or someone that is making you feel uncomfortable. Behaviour such as defending your beliefs, opinions, feelings etc. e.g. "I want you to stop bossing me around."
Independence	Expressing what sort of person, they want to become e.g. fair, dependable, helpful. Or reflecting on what they were like then and now e.g. when I was younger I used to always try to get my own way but now I am patient.
Self-actualisation	Showing that they don't give up easily, are a good loser, can wait their turn OR identifying a goal (getting to dressed for P.E quicker) or dream (to be a zoo keeper)
Interpersonal Skills	
Empathy	To think about reasons why grown-ups might get frustrated, relieved, glad. OR show some level of understanding about family/life events such as illness, birth, death etc. OR show how good thoughts and kind words help people to be pleasant to one another/showing that you care.
Social responsibility	To help other classmates, put belongings away, do as you are told, be on time, use an appropriate tone of voice, listen in class, stop when asked to, put rubbish in the bin.
Interpersonal relationships	Know what it means to be a friend (a person who knows and likes another) not just friendship with close/best friends but demonstrating friendliness with other classmates.
Adaptability	
Reality testing	Understand that you are responsible for your own actions and how they impact on others e.g. knowing that leaving your clothes on the floor causes mum annoyance!
Flexibility	Being able to choose one thing over another because you can't do both/Demonstrate that the best choice for you is not always the best choice for everyone.
Problem solving	Identify the meaning of conflict and demonstrate solving conflict e.g. more children than are able to want to play 4 square. What did they do?
Stress Management	
Stress tolerance	To know strategies for helping to keep calm and know how to use self-talk when feeling stressed e.g., watch a funny film, OR say to yourself "It's not that bad , I can get through this, keep trying ….".
Impulse control	To be able to think about a behaviour they may like to change and try to modify in a given time e.g. pouting, 'storming off' or stop biting nails.
General Mood	
Optimism	To demonstrate focusing on positive thinking in any given situation e.g. Being in a large group of children = never lonely, plenty of help on hand, always someone to talk to /play with. OR identify three good things that happened at school that week.
Happiness	Knowing that it is important to feel happy/joyful. To be able to identify three things (or times) which have made you feel happy in your life and know how to seek these things out.

Examples of emotionally intelligent behaviour for children aged 11-12 years:

Emotional Trait	
Intrapersonal Skills	
Self-regard	To be able to express who they are (what they are good at and good deeds they have done) and show behaviours which demonstrate positive self-esteem e.g. patience, wisdom, strength, bravery, resilience etc.
Emotional self-awareness	To describe what they feel using a broad emotional vocabulary e.g. using words like eager, grouchy, excited, calm, impatient etc. To know that thoughts and feelings affect how we get through every day and be able to give examples of times when they have felt overwhelmed, jealous, peaceful, defeated etc.
Assertiveness	To let people know that it is ok to say what they want and what they like and dislike. Be able to identify antisocial behaviour such as bullying, kicking but also social or emotional scenarios where another child may have been emotionally hurt and they did something about it.
Independence	Be able to list the advantages of being independent OR know the people they depend on and why. OR know that someone may depend on them for something. Also be able to list the things that they are able to do independently without the support of an adult.
Self-actualisation	To exercise their imagination by expressing what they could be e.g. a lion tamer OR be able to give examples of times and events which have triggered certain emotions such as hurt, hopeful, calm, worried, excited, confident, angry, impatient, eager.
Interpersonal Skills	
Empathy	To know that people express a variety of emotions and be able to identify the difference e.g. between astonished and frightened. To be able to write something like a newspaper article expressing another person's viewpoint.
Social responsibility	To know that they are responsible at home, at school and in the community and be able to give examples of behaviours associated with social responsibility e.g. not swearing in front of younger children. OR if they do any voluntary work in the community e.g. litter picking.
Interpersonal relationships	Being able to describe a friend using kind and positive adjectives. To understand the importance of your role in the family or in your class and how you are able to interact with old and young people.
Adaptability	
Reality testing	Be able to know the difference between fantasy and reality and be able to understand that some decisions are made before knowing all of the facts. Show in their behaviour that they check out two sides of a story and understand the consequences of believing false information e.g. a news report.
Flexibility	Having an appreciation of how life moves and changes and being able to cope with this. Using these skills could be demonstrating an understanding of when a teacher, fireman, policeman, mother needs to be flexible in their home and work life.
Problem solving	To be able to project into the future and be able to give an alternative ending to a scenario e.g. what would happen if….
Stress Management	
Stress tolerance	Being able to identify stressors at school or in home life OR Know the activities that help to relax and relieve stresses of everyday life e.g. sports, computing, music, photography, skateboarding….
Impulse control	Knowing how to react when asked to redo something or of someone breaks something that is theirs OR manage emotion in a mature way
General Mood	

Optimism	To be able to reflect on bad situations and know how to cheer themselves up or see the positives i.e. reframe thinking to show a more positive outlook.
Happiness	To be able to tell your teacher a time, place or activity that makes you feel happy e.g. reading, eating, doing art work, camping, riding a bike, playing with pets/friends….

Appendix 4: Ryefield Primary School's checklist and tips for fostering a proactive approach to managing behaviour

Proactive behaviour management checklist for staff

Classroom

- Know the names and roles of any adults in class.
- Meet and greet students when they come into the classroom.
- Display rules in the class and ensure that the students and staff know what they are
- Display the tariff of sanctions in class
- Have a system in place to follow through with all sanctions.
- Follow the school behaviour policy

Students

- Know the names of children
- Have a plan for children who are likely to misbehave
- Ensure other adults in the class know the plan
- Understand students' special needs

Teaching

- Ensure that all resources are prepared in advance
- Praise the behaviour you want to see more of
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise)
- Differentiate
- Stay calm
- Have clear routines for transitions and for stopping the class
- Teach children the class routines
- Ensure that you take the time to use class building and team building exercises each week

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones

Proactive behaviour management

Non-Verbal Cueing
Non-verbal cues are a quick and effective way to raise a student's behavioural awareness. This could be pointing to your ears to indicate a group should be listening or holding up an open hand to indicate that the teacher would like groups or the class's attention. NB – when using cues it is important to be aware of emphasising or gesticulating in a non--threatening way (not pointing or tapping on a table for example).

Immediate consequences
Examples include:

- sitting away from others (after repeatedly distracting fellow students)
- working away from others (relocation in the room)
- cool off time within the room
- time out, away from the activity or classroom.

Deferred consequences
Deferred consequences range from the 'chat after class', to missing part of their break/lunchtime. A deferred consequence such as a detention should relate to the behaviour, e.g. finishing off work, or drawing pictures / describing what went wrong and how to fix it.

Following up
Some behaviour issues can be followed up after class. This may include cleaning/packing up in their own time or finishing work during lunch and then follow up the behaviour one to one with the student. When following up consider:

- 'calm' self before calming the student.
- tune in to how they may be feeling.
- avoid 'rushing' the dialogue.
- use open body language and avoid crowding personal space.
- avoid arguing; keep the focus on the behaviour/issue.
- adopt a pleasant tone.
- refer the student to the class agreement or rule that has been broken.
- allow the right of reply.

This may also involve a 'negotiated consequence' where the teacher and student agree on an appropriate resolution / restitution for the situation.

'I' statements
These can be used to convey the teacher's needs and concerns or to tune in to the students' needs and concerns: 'I can see you're upset, is it because...' or 'I feel concerned/worried/upset, that you are...'. It may also be directional 'I want you to put your hand up without calling out' or 'I want you to go back to your seat and work...'

Safe touch
Touch on the upper arm/shoulder to affirm an instruction or to provide physical reassurance.

More than 'catching them being good'

Children with high attentional needs and distracting, disturbing attentional behaviours also need to be taught *how* to gain fair and appropriate attention. To do this we need to *directly teach* them alternative patterns of behaviour and social skills. With all children, we need to be aware of ensuring we have communicated in the best way for them e.g. discussion, modelling, drawing, social stories etc.

Appendix 5: Home-School Agreement

Child's name:
Class:

The school will:

- encourage all our children to achieve their full potential as valued members of the school community. care for the safety and happiness of all our children
- strive to achieve high standards of work and behaviour
- encourage all our children to respect each other and to take care of our surroundings
- provide regular progress and information meetings for parents and encourage active involvement in school life
- deliver a balanced and broad curriculum that meets the needs of all students
- address any concerns promptly and effectively
- encourage respect for all members of the school community and promote positive values

Signature: (Headteacher) .....Date: .....

Parent/carers will:

- ensure that their child goes to school regularly and on time wearing school uniform
- support their child's learning and follow all the school's policies and guidelines.
- inform the school of any concerns or problems that might affect their child's work or behaviour
- ensure their child is collected promptly at the end of day
- keep up to date with school correspondence eg: bulletins, texts, emails, website and attend parent consultation meeting
- comply with the acceptable behaviour policy
- promote respect and positive attitudes towards all members of the school community

Signature: (Parent / Carer) ..... Date: .....

School Creed

- I intend to always do my best and treat everyone I meet with kindness and care.
- I intend to look after others and their belongings, respect my surroundings and care for the environment.
- I intend to be loving instead of angry, generous instead of greedy and will always be honest.

Signature: (Child) ..... Date: .....

Local educational visits

Sometimes during the course of a school day the class teacher may take the class out to the local shop/postbox/library/church/streets/park as part of a topic or other class work.

I agree that my child may take part in any short visits to local venues which may be arranged during his/her time at Ryefield Primary School.

Signature: (Parent/Guardian) ..... Date: .....

Head lice
I agree to a member of the school staff checking my child's hair should it be suspected that there may be a possibility of the presence of head lice

Signature: (Parent/Carer)..... Date: .....

School reading books
I am willing for my child to bring a book home from the class/school library and I am prepared to make a contribution towards a replacement book should the book become lost or damaged while in my child's care

Signature: (Parent/Carer) ..... Date: .....

E-safety
I agree to monitor and supervise my child at home whilst using the internet at all times and ensuring that they are only using age appropriate sites.

Signature: (Parent/Carer) ..... Date: .....

Appendix 6: Reflection sheets

6.1 EYFS and KS1 reflection sheet

EYFS & KS1 Behaviour Reflection Sheet

(Adult-supported restorative conversation)

Child's Name: _____

Class: _____

Date: _____

Adult Supporting: _____

How am I feeling now?

Circle or tick the face that best matches how you feel.

😀 **Very Happy**

🙂 **Happy**

😐 **Okay**

😕 **Sad**

😟 **Worried**

😡 **Angry**

What happened?

How was I feeling?

Tick or circle.

😀 **Happy**

😢 **Sad**

😡 **Angry**

😟 **Worried**

😕 **Confused**

😴 **Tired**

😣 **Frustrated**

❤️ **Excited**

Who was affected?

☐ **Me**

☐ **Another child**

☐ **Lots of children**

☐ **An adult**

☐ **The classroom**

What can I do to make things better?

☐ **Say sorry**

☐ **Use kind words**

☐ **Help tidy up**

☐ **Share**

☐ **Play kindly**

☐ **Ask an adult for help**

☐ **Other: _____**

What will I do next time?

Choose or circle:

🗣️ **Talk to an adult**

🚶 **Walk away**

🌬️ **Take deep breaths**

🖐️ **Use kind hands**

👂 **Listen**

😊 **Use kind words**

🤝 **Ask a friend to help**

Adult Notes

How do I feel now?

😀 **Very Happy**

🙂 **Happy**

😐 **Okay**

🙁 **Sad**

😟 **Worried**

😡 **Angry**

Adult Reflection

Summary of discussion:

Any follow-up required?

☐ **No**

☐ **Parent informed**

☐ **Class teacher informed**

☐ **Behaviour logged**

☐ **Pastoral follow-up**

☐ **SEND/Inclusion team informed**

Adult Signature: _____

Date: _____

6.2 KS2 reflection sheet

KS2 Behaviour Reflection Sheet

Name: _____
Class: _____
Date: _____
Adult Supporting: _____

1. What happened?
Tell us what happened in your own words.

_____

_____

_____

_____

_____

2. What were you thinking and feeling at the time?
☐ Angry
☐ Upset
☐ Frustrated
☐ Worried
☐ Embarrassed
☐ Excited
☐ Left Out
☐ Tired
☐ Other: _____

Explain:

_____

_____

_____

3. What rule or expectation was not followed?
☐ Be Ready
☐ Be Respectful
☐ Be Safe
☐ Follow Adult Instructions
☐ Kind Hands and Feet
☐ Use Appropriate Language
☐ Other: _____

4. Who was affected by what happened?

☐ Me
☐ Another pupil
☐ A group of pupils
☐ An adult
☐ The whole class
☐ School property

How were they affected?

5. Looking back, what could you have done differently?

6. How can you put things right?

☐ Apologise
☐ Repair or replace damaged property
☐ Help someone I upset
☐ Complete missed learning
☐ Practise a better choice
☐ Other: _____

My plan:

7. What will you do next time?
Choose two strategies:
☐ Take a break
☐ Talk to an adult
☐ Walk away
☐ Count to 10
☐ Use calm breathing
☐ Use kind words
☐ Ask for help
☐ Use my worry box/card
☐ Other: _____

Pupil Reflection
One thing I am proud of today:

_____

One thing I will work on tomorrow:

_____

_____

Adult Discussion
What was discussed?

_____

_____

Agreed actions:

_____

_____

_____

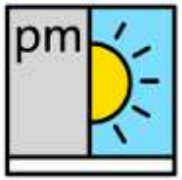
Signatures
Pupil: _____
Adult: _____
Parent informed? ☐ Yes ☐ No
Date: _____



My target is:

Date:

Reward:

	 Phonics	 Carpet Time	 Choosing	 Carpet Time	 Lunch/Home
 Morning					
 Afternoon					

