	<p>Vanguard Learning Trust</p> <p><i>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.</i></p>
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Behaviour policy

Part A: Trust-wide

Part B: Ryefield Primary School

Summer 2024

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Part A: Trust-wide

Section 1: Introduction

1.1 Aim of policy

The behaviour strategy of Vanguard Learning Trust is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments that are conducive to learning across all of its schools. Good behaviour and self-discipline lead to effective learning and help prepare children and young people for life beyond the school gate.

1.2 Values of Vanguard Learning Trust

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

1.2.1 Aspiration

The Trust seeks to foster positive attitudes and relationships within all our schools, to help 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. 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.

1.2.2 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 environment within which everyone feels safe and able to share ideas, opinions and feedback. 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

1.2.3 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. 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.

1.3.1 Part A

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.

1.3.2 Part B

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).

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.

2.2 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

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 **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. It is the responsibility of headteachers to organise ongoing training which will take into account the specific roles of staff in relation to managing the behaviour of students.

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 it is therefore 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; bullying 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 bullying.

4.1.2 Child-on-child abuse

Child-on-child abuse is defined as any form of physical, sexual, emotional or financial abuse, which can include coercive control or exploitation, 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 4**.

4.2 Bullying

4.2.1 Definition of bullying

Bullying is a type of child-on-child abuse defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be verbal or physical, in-person or by electronic, online or written means and can be directed at both staff and students. Bullying can be prejudice-based or discriminatory and staff must act to prevent discrimination, harassment and victimisation within the school.

4.2.2 Preventative measures

The Trust practises a preventative strategy to reduce the chances of bullying which is instilled in the Trust's curriculum, through the active development of students' social, emotional and behavioural skills. This is embedded in daily school life and facilitated via school events such as assemblies. It is made very clear to students what is expected of them in terms of respecting their peers, members of the public and staff; any intentional breach of this will result in school sanctions.

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; 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 children consider 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 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 Inappropriate use of social media

The Trust recognises the importance of age restrictions on social media platforms and recommends that children do not use these platforms if they are below the specified age. There are inherent threats in using social media, which could harm the welfare of students and school staff. 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, in particular a member of the Trust community, 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 as to whether a certain event did or did not happen.

4.5 Prejudice-based or discriminatory behaviour

Behaviour of this kind is not tolerated in any school within Vanguard Learning Trust. Any instance of prejudice-based or discriminatory behaviour will be logged; this includes, but is not limited to, incidents involving racism, sexism, disablism, religious intolerance, homophobia, biphobia or transphobia.

Parents/carers will be notified of the incident and may be asked to attend a meeting together with their child, which may include the presence of a Safer Schools Officer. More serious or repeated incidents will result in escalated sanctions.

4.6 Harmful sexual behaviours

4.6.1 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, the statutory guidance provided in the Department for Education (DfE) guidance *'Keeping children safe in education'* and *'Working together to safeguard children'*, as well as the 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 all children involved. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

4.6.2 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.

4.6.3 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 and will implement disciplinary sanctions as appropriate. Schools will avoid victim-blaming language or actions, which could imply (whether intentionally or unintentionally) that a person is partially or wholly responsible for abuse that has happened to them. It is harmful and can wrongfully place responsibility, shame or blame onto a victim, making them feel that they are complicit or responsible for the harm they have experienced. Schools are also aware that 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

4.6.4 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 the school's senior staff and designated safeguarding lead (DSL), or a 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 children involved;
- 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).

4.6.5 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 the local authority Children's Services and/or the police. It will be for the school's DSL (or a 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.

4.6.6 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.

4.6.7 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 4**.

4.7 Relationships and sex education (RSE) and health education

The Trust recognises and values the importance of preventative education for all students and follows a broad and balanced curriculum of relationships and sex education (RSE) and health education, which incorporates all statutory requirements set out by the Department for Education. The curriculum 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. The curriculum 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 (including online behaviour); this helps students to understand the positive effects that good relationships can have, particularly on their mental wellbeing. Students will also be able to identify when relationships are not right and understand how such situations can be managed. The Trust will work with schools to ensure that the teaching of RSE meets the needs of all students, in line with the provisions set out in the Equalities Act 2010, and that all children understand the importance of equality and respect.

Section 5: Students with special educational needs and/or disabilities

5.1 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.

5.2 Students with SEND and their behaviour

The Trust is aware that continuous disruptive behaviour can be a result of unmet needs. The Trust's schools will investigate repeated incidents of challenging behaviour to ascertain if there is a pattern and whether unidentified SEND may be a contributing factor. If such needs are identified, the respective school will do all it can to ensure that the student receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 and SEND Code of Practice in respect of students with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a student may face as a consequence of their disability compared to their non-disabled peers.

5.3 Reasonable adjustments

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) 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.

5.4 Preventative measures

Each school will, as far as possible, anticipate likely triggers of misbehaviour for students identified as having SEND and will put in place support to prevent these. 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, ADHD and other neurodivergent conditions.

5.5 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.

Section 6: Investigating incidents and decision-making

6.1 Overview of process

When conducting investigations into incidents, schools will endeavour to follow a fair and thorough process to ensure the safety and well-being of all involved parties, in line with guidance provided in *'Keeping children safe in education'* and from local safeguarding procedures. An investigation will usually involve the following steps following an allegation or complaint being received:

- A decision will be made to investigate the issue, which involves appointing an investigator (this may need to be more than one person but it should be clear which member of staff is taking the lead).
- The investigator will set out what precisely is being investigated, agreeing the methodology and setting a timeframe.
- Evidence will be gathered in the form of interviews, as well as gathering and reviewing digital evidence and documents where necessary.
- Evidence will be analysed. School investigations are determined on the civil law burden of proof 'on the balance of probabilities'.
- A report will be prepared.

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 contained within *'School suspensions and permanent exclusions'*, including the need to take the views of students into account before making a decision to exclude and supporting the student in sharing their views, as appropriate (for example through advocates such as parents, social workers or other trusted adults).

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; they should ask for all requests for information to be made in writing. A legal basis or condition for sharing the information should be established before sharing a subject's information, as outlined in the DfE guidance *'Information sharing advice for safeguarding practitioners'*. The most important consideration is whether the sharing of information is likely to support the safeguarding of a child.

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 also be circumstances when the headteacher will refuse permission, for example the student's account is significantly different and/or there is 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

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 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 the DfE's *'Keeping children safe in education'*, *'Working together to safeguard children'* and current government advice contained within *'Information sharing advice for safeguarding practitioners'*. 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.

Section 7: Search, seizure and confiscation of prohibited items

7.1 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)

7.2 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

7.3 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 a 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.

7.4 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. 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 has a disability.

7.5 Confiscation of prohibited items

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.

7.6 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 contained within *'Searching, screening and confiscation in schools'*.

Section 8: Reasonable force

8.1 Use of reasonable force

The Trust strives to provide a safe learning environment for all students. As outlined in the DfE guidance *'Use of reasonable force in schools'*, all members of staff (and anyone whom the headteacher has given the responsibility to be in charge or in control of the students) are lawfully permitted to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property as well as maintaining good order and discipline in school or among students. Staff will take into account medical needs, mental health needs, SEND and other vulnerabilities when considering whether to use reasonable force. All incidents where reasonable force has been used should be recorded on the school's safeguarding information system and a summary entered into an online log, which is kept and maintained by the headteacher.

8.2 Use of reasonable force off school premises

This power extends to times when staff are lawfully in charge of students but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

8.3 Supportive strategies

Sometimes, students may get anxious or agitated; strategies used to help students calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the student's own safety, the safety of other students and staff, or to ensure that property is not seriously damaged. All incidents where students need to be held to help them to calm down will be recorded. If the student is on a pastoral support plan, this will be reviewed and parents will be informed as a matter of course.

Section 9: Student co-operation

9.1 Staying safe in our 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.

9.2 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.

9.3 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.

9.3.1 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, such as a suspension or internal exclusion.

9.3.2 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.

9.3.3 Anonymity

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

9.3.4 Context

The SLT will take into account the context of an incident before deciding on the appropriate sanction, including mitigating circumstances. Students' ages will be taken into account as well as the context of incidents that occur during lessons such as a sporting activity. In any physical altercation, self-defence will be taken into account; self-defence cannot, however, involve any physically aggressive actions such as punching and/or kicking. Whilst it is not always possible to do so, particular efforts will be made to avoid excluding students who have an education, health and care plan (EHCP) or are identified as needing SEND support. Consideration will also be given as to whether a student had the opportunity to alert a nearby member of staff or to remove themselves from the incident. Retaliation will not be considered as self-defence and will result in a sanction.

9.3.5 Restoration

The school will endeavour to ensure there is a resolution between students when there has been an issue of conflict. Training should be provided for staff to carry out restorative meetings. Students will always be expected to apologise in person to a member of staff to whom they have spoken and/or acted inappropriately. It may be decided in some incidents, relating to any context, that as part of the restorative process, students will undertake community service.

Section 10: Pastoral support plans

10.1 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.

10.2 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.

10.3 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.

10.4 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 11: Alternative provision

11.1 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.

11.2 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.

11.3 Purpose of alternative provision

AP 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 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.

11.4 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.

11.5 Types of alternative provision

AP can include educational establishments which are not mainstream, academy, special or private/independent schools. Student 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.

11.6 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.

11.7 The review process

The child, parents/carers and all professionals involved must be clear why, when, where, and how the placement will be reviewed. 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.

11.8 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.

11.9 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 12: Managed moves

12.1 Definition

A '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.

12.2 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.

12.3 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.

12.4 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.

12.5 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 13: Suspensions and permanent exclusions

13.1 Principles

Vanguard Learning Trust is committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment. The Trust schools will:

- ensure that the exclusions process is applied fairly and consistently;
- help governors, staff, parents/carers and students understand the exclusions process; and
- ensure all suspensions and permanent exclusions are carried out lawfully.

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

13.2 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.

13.3 Legislation and statutory guidance

The statutory guidance from the Department for Education '*Suspension and permanent exclusion from maintained schools, academies and student referral units in England*' 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

13.4 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. 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.

13.5 Behaviours and possible sanctions for internal exclusion, suspensions and permanent exclusions

Appendix 10 outlines types of behaviour and possible consequences in terms of 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.

13.6 Returning from a suspension

13.6.1 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

13.6.2 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.

13.7 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.

13.8 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, or
- 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.

13.9 Internal provision to reduce permanent exclusions

Schools will ensure that there is a vast range of rewards and sanctions at their disposal to ensure that the majority of students become increasingly self-motivated and positive learners, who behave responsibly and courteously in and around the school. A minority of students, however, accrue a number of internal or suspensions and therefore are at risk of permanent exclusion. The Trust is committed to full inclusion wherever possible and a variety of procedures therefore take effect to support students in this situation, as well as to reinforce the Trust's ethos and boundaries.

13.10 Suspensions and permanent exclusions

Parents may make representations to the LGB in relation to a suspension or permanent exclusion.

Section 14: 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 to ensure that interventions are personalised and highly targeted towards the needs of those students. Stakeholder feedback will also be collected and evaluated at regular intervals.

Section 15: 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.

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; and
- ensure that reasonable adjustments are made for disabled students, as required.

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 4: Forms of child-on-child abuse

Information about indicators of abuse can be found on page 11 of the DfE's *'Keeping children safe in education'*. Information pertinent to child-on-child abuse and associated behaviour is provided below. This list is not exhaustive but is intended to give examples of the types of child-on-child abuse which young people may experience.

Physical abuse

Physical abuse may involve hitting, shaking, nipping, biting, hair pulling, throwing, poisoning, burning or scalding, drowning, suffocating 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 any time of the day, with potentially a large 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. Further legislation can be found in 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 (otherwise 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'. Images may be authentic, or may be generated with photo editing tools or artificial intelligence software. 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. 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. These activities may include an online element. 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.

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 a criminal offence under the Voyeurism (Offences) Act 2019.

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 based on their sex or perceived sex.

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'

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 5: Procedure for investigating incidents

The following procedure should be followed when investigating incidents:

1. 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.
2. 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.
3. 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

School staff who are authorised by the headteacher to search students will adhere to the statutory safeguarding guidance provided by the DfE, contained within *'Keeping children safe in education'*, *'Working together to safeguard children'*, and *'Searching, screening and confiscation in schools'*.

A teacher or someone who has lawful control of the child can search a student **with their consent** to look for any item banned by the school rules. Students must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the student why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the student refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.

The headteacher of each school, and other members of staff authorised by them, have the power to search a student **without the student's consent** if they suspect they are in possession of 'prohibited items'. The designated safeguarding lead (or deputy) should be informed without delay of any searching incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk. Prohibited items that can be searched for without consent include:

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

A member of staff can use reasonable force to search for any prohibited items. Before using reasonable force the member of staff should consider whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

Any search without consent must be conducted by a member of staff of the same sex as the student in the presence of another member of staff. A member of staff can only carry out a search of a student of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

When conducting a search students must not be required to remove any clothing other than outer clothing. 'Outer clothing' is any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

Strip searches (a search involving the removal of more than outer clothing) on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and C. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the student(s) involved and will advocate for student wellbeing at all times. Before calling police into the 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 by consulting with the designated safeguarding lead and school headteacher, and should

always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff will inform a parent of the student suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.

Staff should keep a record of any searches conducted on students and inform parents that a search has been carried out as soon as reasonably practicable. Records should include:

- the date, time and location of the search;
- which student was searched;
- who conducted the search and any other adults or students present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

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 *'Searching, screening and confiscation in schools'*). 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.

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
<p>Signed.....</p> <p>.....</p>	<p>Signed.....</p> <p>.....</p>

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.

A decision to suspend or exclude a student will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the student to remain in school would seriously harm the education or welfare of others

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); and
- 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; and
- 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.

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; and

- 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; and
- 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; and
- 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; and
- 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; and
- 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; or
- 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 current 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 Ruislip High 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

A decision to exclude a student permanently will be taken only where there has been a serious breach of the school's behaviour policy and a student remaining in the school would seriously harm the welfare and/or education of the student or others 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; or
- 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.

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 our 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 our 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 our school and the surrounding community; and
- To encourage parents and 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 pupil 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 behaviour management and here are the approaches that underpin this policy:

- Staff model the standards of courtesy expected from the children;
- There should be consistent use of positive reinforcement 'I am pleased to see [child's name] working quietly';
- Every member of staff should praise in every lesson at least twice more than every reprimand, reprimands should be private rather than public;
- Staff are to manage children's behaviour in a calm, assertive manner;
- Rewards and sanctions are to be applied in a stepped, fair and consistent way;
- For serious incidents, an investigation needs to be 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 and that 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. Within this policy is the Behaviour Codes and Rewards sheet, which shows the different levels of unacceptable behaviour for which a code may be given. It is used by all adults in school. It must be 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 personal context needs to be taken into consideration. It is also impossible to describe every instance or type of misbehaviour and 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 pupil 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 pupils, 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;
- or being placed “on report” for behaviour monitoring;
- suspension; and
- 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 should be well known to all pupils and staff.

1.9 Suspensions and exclusions

A suspension means that a pupil 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 pupil from school, or if they are absent, the Deputy Head, 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 45 days in an academic year. The number of days will be stated in the letter that the Headteacher has sent to parents. The suspension is temporary and your child will return to school at the end of the suspension. Please note that 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 pupil 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 your 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 pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

1.12 Support following sanctions

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

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents, and the Virtual School Head for looked after children;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate.

1.13 Recording of incidents

All behaviour incidents must be logged and recorded in class/lunchtime behaviour logs and any code blue or higher behaviour on the school's online monitoring portal CPOMS. Exclusions are recorded in SIMs to provide an ongoing record of a child's behaviour. This may be recorded on CPOMS also.

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. See the Exclusion of Pupils Policy for further details.

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 pupil'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 and 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 i.e. those that lead to internal exclusion will lead to the parents being invited to meet with the Deputy/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

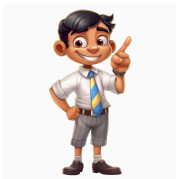


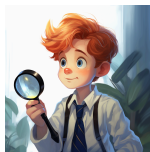
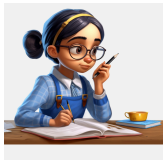
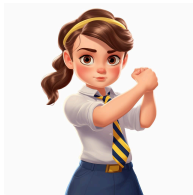


The school creed serves as a guiding principle that promotes positive behaviours and fosters a sense of community. It encapsulates shared values and beliefs, providing individuals with a moral compass to navigate their actions. By adhering to a creed, people are encouraged to uphold virtues such as honesty, 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 pupils to attend school regularly. The school will work with parents 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, one class will win a certificate for having the best attendance.

- 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 96% 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 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 reminders of their children's attendance. Reminder letters will be sent out to parents whose child's attendance falls below 96%. If there has been no improvement then parents will be invited in to meet with the Attendance Officer. At this point, parents 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 will be invited in to meet with the Head Teacher and the Attendance Officer. If there is still no improvement, or parents 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 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 overwhelmingly support our uniform policy, some do not actively enforce the wearing of uniforms by their children and so we must enforce this at school. We also feel that by enforcing the rules, we are making life easier for parents so that they do not need to give in to pressure from their children who pretend that "everyone is wearing jeans" etc. We do remind parents that they are made aware of our uniform requirements at the time of selecting schools, the uniform 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, we will seek to support parents who are suffering financial hardship and the school's welfare officer should be contacted in the first instance.

5.3 Equalities Statement for 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 pupils/pupils, 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, e.g. 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, we can cultivate a culture of acceptance, empathy, and fairness in addressing incidents of poor behaviour. Staff should not assume that because a pupil 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 pupil 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. At Ryefield we believe 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 pupils 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 pupil 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 and inappropriate content, and online predators. Teaching pupils 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, pupils are regularly reminded about the impact of cyberbullying. Where cyberbullying has occurred outside of school, parents are informed and pupils are interviewed and reminded of expectations. Pupils and parents are offered support and advice via the Family Support Team. Ryefield Primary School is also supported in this area via our Community Police Officer.

7.2.2 How the school responds to issues of misuse

Where a pupil misuses the school's ICT systems or 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, should be reported to the police.

For further information please read 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 pupil 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.

See **Part B, Appendix 4**, for the school's checklist and proactive approach to managing behaviour.

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 recognized 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. House points are issued for significant achievement, significant effort, and contribution to the school community. Individual effort is recognised with points certificates as below. 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.

House	50	100	150	200	250	300
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Points						
Rewards	Bronze Certificate	Silver Certificate	Gold Certificate	Platinum Certificate	Diamond Certificate	Letter Home

Moments of Triumph achievements are rewarded for students reaching milestones in their personal development. 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:

- **Merit Certificate (Achievement Assembly)** given for outstanding progress, effort, and behaviour.
- **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, and 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/guardian;
- the second occasion in a term - equipment confiscated and taken to the main office for collection by parent/guardian. A letter is sent to the student's parent/guardian 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/guardian. A letter is sent to the student's parent/guardian and an extended sanction is given. A parental meeting 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 or guardians, 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, eg. 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.
- Reducing the environmental impact of the journey to school.

9.2.1 Role of the Parent

Parents must ensure they:

- Ensure their child has an appropriate knowledge of road safety.
- Deciding whether a child is competent to cycle or scoot independently to and from school safely rests with the parents/carers 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.
- For cyclists, ensure a helmet and appropriate clothing are provided.
- 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.
- Dismount from their bicycle or scooter when entering the school gate.
- Every child who comes to school on a bicycle must have a signed agreement.

9.2.3 Role of the school

The school must ensure it:

- Provide high-quality cycle training to pupils in upper KS2.
- To provide and maintain cycle and scooter storage areas.
- To actively promote cycling and scooting as a positive way of travelling.
- To celebrate 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 pupils' 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's voice

Seeking pupil voice is crucial when addressing pupil 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. Pupil 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, pupil voice cultivates a student-centred approach that benefits both individual growth and collective learning.

The school gathers student voices in the following ways:

- Pupil voice groups
- Visible Learning targets pupils
- Pupil 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
- Mind Mentors
- Positive Play role models
- School calm club
- Sports Ambassadors

Appendices

Appendix 1: Behaviour Codes and Sanctions






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.

Appendices

Appendix 1: Behaviour Codes and Sanctions

Be the Best in the Early Years and Key Stage 1				
Code	Student Behaviour	Sanction	Teacher Action	Extra Support
1 	Pupil respects the rights of others, is co-operative and self-controlled		Positively reinforce behaviour – specific feedback e.g. encouragement, sharing success, responsibilities, red book, gold points.	Involve colleagues, parents and the whole school in celebrating pupil achievement.
2 	Minor disruptions, talking, off task, interfering with others' learning, making silly noises, repeatedly not following the uniform policy	Move positions on the carpet or classroom to be closer to the teacher. To work in isolation during tasks – to work on the carpet rather than at their desk for example.	Teachers seek supportive solutions with students, negotiating small steps to success. Use of lunchtime detention to complete work if appropriate, reflect on the disruption caused. Uses a range of behaviour strategies	If necessary involve Year leader
3 	Deliberate unkindness Name calling or swearing Deliberately misusing property Answering back or speaking rudely to any adult Deliberately hurting others or being spiteful Goading/winding others up Stealing from others Lying Deliberately ignoring any adult's instructions Behaving in a way that could cause harm to others, deliberately	Thinking Chair for 5 minutes followed by a reflective conversation with a teacher or teaching assistant. Missing the first available playtime by standing on the Terrace.	The teacher consults with their phase lead and informs parents. Monitor with behaviour/incident logs (Appendix 2) and continue a range of strategies.	Involve the support of the Phase leader, or SENco to define the problem and assist in a solution.
4 	Repeating code 3 behaviour Physical/threatening aggression Severely disrupting lessons/bullying/swearing to insult/fighting/continually disrespecting adults/homophobic or racist name calling	Sent to the Year Group Leader to reflect on their actions and discuss a positive way forward. Apology picture/card/letter to be drawn/written by the child – stating why they are sorry and what they will do better next time. Parents meet with the teacher to discuss behaviour and agree on sanctions and support at home. Discussions with parents are to be recorded and kept at a central location. Lose the Be The Best privilege or equivalent class treat such as Golden Time or Marble Party		Must involve SLT and parent to define the problem and assist with solution.
5 	Repeating code 4 behaviour Planned violence/abuse/major theft/vandalism/racism/homophobia/persistent bullying Physical aggression or swearing to any member of staff Being truant from school	Parents and child to meet with Mr Tucker to discuss behaviour and options for support from home and school. To work in another classroom for a morning or afternoon period. Possible internal exclusion which may lead to an external exclusion.	Teacher refer the problems directly to SLT (senior leadership team). SLT will consider action in accordance with the appropriate policies, including the Restraint and Health and Safety policies. After discussion with pupils and parents, an internal or fixed-term exclusion may be considered.	Involve HT, parents and other agencies.

Be the Best in Key Stage 2				
Code	Student Behaviour	Sanction	Teacher Action	Extra Support
1	Pupil respects the rights of others, is co-operative and self-controlled		Positively reinforce behaviour – specific feedback e.g. encouragement, sharing success, responsibilities, red book, gold points.	Involve colleagues, parents and the whole school in celebrating pupil achievement.
2	Minor disruptions, talking, off task, interfering with other's learning, making silly noises, repeatedly not following the uniform policy	If you get five Code 2 in a week you will get a lunchtime detention for 30 mins and you will complete an incident form.	Teacher seeks supportive solution with student, negotiating small steps to success. Use of lunchtime detention to complete work if appropriate, reflect on the disruption caused. Uses a range of behaviour strategies	If necessary involve Phase Leader, DH/SENco or AH to define the problem and assist in a solution.
3	Deliberate unkindness Name calling or swearing Deliberately misusing property Answering back or speaking rudely to any adult Deliberately hurting others or being spiteful Goaded/winding others up Stealing from others Lying Deliberately ignoring any adult's instructions Behaving in a way that could cause harm to others, deliberately	This is serious. You will be given a code 3 if you already have a code 2 and repeat the same behaviour in a session. It will also be given for the following For each code 3, you will have a 30 min lunchtime detention. You will fill out an incident form, it will be recorded and a letter will be sent home to your parents. If you get three code 3s in a half term you will lose Be the Best. You will also be put on a lunchtime or lesson time report card to monitor and encourage improvements in future behaviour.	Teacher consults with colleagues and informs parents. Monitor with behaviour/incident logs (Appendix 2) and continue a range of strategies.	Involve the Phase leader, or SENco to define the problem and assist in a solution.
4	Repeating code 3 behaviour Physical/threatening aggression Severely disrupting lessons/bullying/swearing to insult/fighting/continually disrespecting adults/homophobic or racist name calling	Internal exclusion: This is very serious. You will have to work for the whole day in another class. The Headteacher and your parents will be informed and it will be recorded. You will lose a privilege and Be the Best.:		Must involve SMT and parents to define the problem and assist with a solution.
5	Repeating code 4 behaviour Planned violence/abuse/major theft/vandalism/racism/homophobia/persistent bullying Physical aggression or swearing to any member of staff Being truant from school	This is extremely serious. The Headteacher and your parents will be informed and it will be recorded. It will lead to an internal exclusion and may lead to an external exclusion. It will be given for the following:	The teacher refers the problems directly to SMT (senior management team). SMT will consider action in accordance with the appropriate policies, including the Restraint and Health and Safety policies. After discussion with pupils and parents, an internal or fixed-term exclusion may be considered.	Involve HT, parents and other agencies.

Appendix 2: PE Kit and School Uniform Expectations

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

Shoes

Pupils must wear proper shoes and not trainers, other than PE when trainers are of course required. Pupils may wear trainers outside at break time only if they are actively playing sports. Pupils must arrive at school in shoes and will be asked by staff on duty to change if they are wearing trainers. Pupils 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 pupils 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 pupils wear boots in the winter they may only wear them with trousers which are worn over the boots, not tucked into them.

Coats

Pupils 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 pupils 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

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

Scarves & Hats

Pupils 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

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

Ryefield Primary School Uniform Policy



Striving for Excellence

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.pmgsschoolwear.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

RPS June 2021

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 could I 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 difference 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 taking 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 term feel better e.g. playing with friends, riding a bike, do 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 its 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 that 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 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 deed 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 up 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, clam, 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 view point.
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 relive 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. re-frame thinking to show a more positive outlook.
Happiness	To be able to tell you 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 Teachers

Classroom

Know the names and roles of any adults in class.
Meet and greet pupils when they come into the classroom.
Display rules in the class - and ensure that the pupils 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

Pupils

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 pupils' 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 pupil'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 pupils)
- 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 pupil.

When following up consider:

- 'calm' self before calming the pupil.
- 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 pupil 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 pupil 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 pupils' 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 pupils
- address any concerns promptly and effectively
- encourage respect for all members of the school community and promote positive values

Signature: (Headteacher)Date:

Parent/Guardians 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 / Guardian) 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/Guardian)..... 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/Guardian) Date:

E-Safety

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

Signature: (Parent/Guardian) Date: