Genesis 16:13 You are the God that sees me.

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	3	School personalisation required (in highlighted fields)

Summary of Changes from Previous Version

Version	Date	Author	Note/Summary of Revisions
V1	June 2026	Jenny Cook	New Trust Policy using template from The Key

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1. Aims and scope

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and guidance

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

- Behaviour in schools: advice for Headteachers and school staff
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education
- https://www.gov.uk/government/publications/school-exclusion
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- Mobile phones in schools - GOV.UK

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance, which explains that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Behaviour – Trust statement of principles

As a Church of England Trust, we believe that every child is made in the unique image of God with their own unique talents and strengths. In our schools, we aim to find these in every pupil so that they can flourish and thrive as God intended, 'living life in all its fulness' (John 10:10).

As a Trust, we have a duty to keep all adults and pupils safe. Our schools promote clear and consistent expectations to pupils which promote the safety and welfare of all and at all times; this is a crucial part of our culture of safety and care for every adult and pupil.

In our schools we care about every pupil and want them to feel safe so that their learning potential and feelings of self-worth are optimised. We do this by always striving to create school environments that are calm, kind, welcoming and where strong, positive relationships exist between adults and pupils and a culture of unconditional positive regard is in place.

The purpose of our schools is to provide a first-class education to all pupils because we believe that every child has the power to achieve. It is also to guide, protect, support and nurture pupils, helping them to make the right choices and when this does not happen, to help them put that right and to be forgiven by others as well as forgive themselves.

In our schools we want all pupils to be guided by the intrinsic motivation to do the right thing because it is the right thing to do, rather than by incentive or rewards and equally that consequences, rather than punishments are given. Consequences are proportionate, reasonable and aim to restore harmony so that pupils can learn well from their mistakes, and these may well look different for different children. However, we appreciate that this takes time and so schools will make those choices for the children in their care, over time, so that the ultimate position of rewards replaced by praise, responsibility, and acknowledgement of effort beyond the expected, is the destination.

We know, at times, that some pupils will make poor choices but, in our schools, we aim to make the very best endeavours to understand the reasons that sit behind this behaviour, demonstrating unconditional, positive regard for all pupils, no matter what. We will display empathy, patience and respect for pupils, even if, at the time, they are not able to show it to us because we believe in showing them good role models, role models that may help them to regulate their behaviours as they grow, in order to reduce conflict and to help them be happy individuals.

We believe in the value of Equity in all that we do. This means that we aim to give children what they need which means that sometimes, the provision for children may look different but we believe that this is the right approach to support all children to be the best that they can be. At a school level, this may mean that there are adaptations and flexibilities to the Behaviour Policy for some children, sometimes, and especially for those children who may struggle to regulate their behaviour or who have additional needs.

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Disrespectful behaviour towards adults e.g. not following instructions, swearing

Serious misbehaviour is defined as:

Child-on-Child Abuse:	Other Behaviour Concerns / School Rule Breaches:	Possession of Prohibited/Banned Items:
• Bullying • Abuse in intimate personal relationships between children • Physical abuse • Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent) • Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment • Causing someone to engage in sexual activity without consent • Upskirting • Initiation/hazing type violence and rituals • Misogyny/misandry • Racist, sexist, homophobic or discriminatory behaviour • Fighting	• Repeated breaches of the school rules • Vandalism • Theft • Smoking	• Knives or weapons • Alcohol • Illegal drugs • Stolen items • Tobacco and cigarette papers • E-cigarettes or vapes • Fireworks • Pornographic images • Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury, or damage property • Mobile phone or electronic device

Please note that these lists are not exhaustive.

5. Mobile Phones

In accordance with the DFE statutory guidance, all schools should be mobile phone-free environments by default; anything other than this should be by exception only. The link to this guidance can be found by following this link Mobile phones in schools - GOV.UK

Each school has its own guidance for how they prohibit the use of mobile phones and other smart technology with similar functionality to mobile phones (for example, the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime. For further information, please refer to the school's guidance in Appendix 6.

6. Bullying

Bullying is 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 is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

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

For further information, please refer to the school's Anti-Bullying Policy.

7. Roles and responsibilities

7.1 The Board of Trustees

The Board is responsible for approving and monitoring the effectiveness of this behaviour policy.

7.2 The local Academy Committee

The Academy Committee of each school is responsible for overseeing the implementation of this behaviour policy in its school.

7.3 The Headteacher / Head of School

The Headteacher / Head of School is responsible for:

- Ensuring that the school environment encourages positive behaviour through unconditional positive regard
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)
- Ensuring that the Home/School Agreement is issued annually to parents and carers. (See appendix 1 and 2)

7.4 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils with a culture of unconditional positive regard
- Establishing and maintaining clear boundaries of acceptable pupil behaviour using high support and high challenge
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour, and in every interaction with pupils
- Use agreed rewards, logical consequences and restorative conversations
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- Communicating with parents/carers regarding any increase in the frequency or severity of behavioural incidents

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

7.5 Parents and carers

Parents and carers are expected to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

7.6 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the logical consequences they will face if they don't meet the standards
- The pastoral support available to them to help them meet the behaviour standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

8. School Behaviour Curriculum

All schools are expected to explicitly teach behaviour as we would any other area of the curriculum, in line with the Trust Behaviour Principles (see Section 3). Standardised materials are available around key elements of behaviour education and schools are free to adapt and evolve these materials to explicitly teach key themes, patterns and trends that emerge over time.

8.1 Trust Expectations for Pupil Behaviour

Pupils across all schools in the Trust are expected to:

- Demonstrate self-discipline by behaving in a calm, orderly, and self-controlled manner at all times
- Show respect and kindness towards all members of the school community, including staff, pupils, and visitors
- Follow instructions promptly and cooperate fully with staff to maintain a positive environment
- Engage positively in learning, contributing to a calm, focused classroom where all pupils are able to learn without disruption
- Arrive punctually and attend regularly, equipped and ready to learn
- Persevere and take pride in their work, striving to achieve their best at all times
- Move safely and sensibly around the school site, showing consideration for others
- Act responsibly and safely, following all health and safety expectations
- Respect the school environment by treating buildings, equipment, and property with care
- Wear the correct uniform and present themselves appropriately at all times

- Take responsibility for their behaviour, accepting logical consequences when given and reflecting on their actions
- Maintain high standards of conduct beyond the school, including when travelling, in the local community, and online, ensuring they do not bring the school into disrepute
- Promote a positive school culture, showing pride in their school and celebrating the success of others
- Respect diversity and inclusion, valuing differences and treating everyone fairly
- Support the wellbeing and safety of others by reporting concerns, including bullying or unsafe behaviour, to a Trusted adult

8.2 School Rules

Each school has clear and consistent rules, developed by school leaders and staff and in line with our commitment to Unconditional Positive Regard. The agreed school rules are also aligned with the school's vision and values. We are dedicated to ensuring that all pupils achieve their very best, both academically and personally. Through a values-based approach to education, pupils are supported to develop respect, responsibility, resilience, empathy and integrity, enabling them to become positive and active members of their communities.

By explicitly teaching the school's rules, routines and expectations, we help children understand the importance of boundaries and the role they play in creating safe, inclusive and successful environments. This supports pupils in developing a strong understanding of the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. In doing so, we prepare children not only for success in school but also for life beyond education and their future role in society.

Please refer to Appendix 3 for our school specific rules.

8.3 Inclusion and Support

We are committed to ensuring all pupils can meet these expectations. Where appropriate and reasonable, adjustments will be made to support individual needs and enable every pupil to succeed.

9. Unconditional Positive Regard and Relational Practice

9.1 Unconditional Positive Regard

Across our schools, we adopt an approach based on unconditional positive regard, ensuring that all pupils receive a consistent and supportive response to their behaviour. This means that, regardless of their actions, every child is treated with respect, dignity, and care, and staff respond in ways that are appropriate and responsive to individual needs.

This approach creates an environment where pupils can thrive, characterised by:

- Genuineness – staff are open, authentic, and communicate appropriately
- Acceptance – every pupil is valued and treated with unconditional respect
- Empathy – pupils feel listened to, understood, and supported

Central to this approach is relational consistency. All staff are committed to fostering positive, predictable relationships, ensuring that pupils experience a calm, nurturing, and consistent response in all interactions.

We recognise that pupils may experience challenges throughout their school journey. During these times, it is essential that they feel supported and understood. This approach reinforces the belief that:

- every day is a fresh start
- every lesson is a new opportunity
- every incident presents a chance for reflection, learning, and positive change

To further support this ethos, we embed restorative practices across our schools. Staff use structured and consistent restorative approaches to address behaviour, ensuring that all incidents are managed fairly, respectfully, and in a way that promotes accountability, reflection, and personal development.

Schools will ensure all staff are trained in the use of Unconditional Positive Regard and Relational Practice. All schools have access to Level 3 practitioners across the Trust to support training, as required.

9.2 Restorative Practice: The 4 Rs Approach

Underpinned by unconditional positive regard, our approach to behaviour enables us to effectively support pupils who may find it difficult to regulate their emotions or communicate their needs appropriately.

We share a collective commitment to ensuring that all pupils feel safe, supported, and understood within our care.

To achieve this, we adopt a consistent, research-informed approach known as 'The 4 Rs', which provides a clear and structured framework for restorative conversations and effective behaviour support.

The 4 Rs

- REGULATE – supporting the pupil to calm and manage their emotional response (e.g. fight, flight, or freeze)
- RELATE – building connection through a calm, attuned, and empathetic interaction
- REASON – supporting the pupil to reflect on their behaviour, understand its impact, and consider alternative choices
- REPAIR – restoring relationships and supporting the pupil to move forward positively

This approach ensures that pupils are not only supported in the moment but are also guided to develop the emotional awareness and skills needed for future success.

9.3 Restorative Conversations in Practice

A restorative conversation is a structured and supportive discussion that helps pupils reflect on their behaviour, understand its impact on themselves and others, and take appropriate steps to repair any harm caused. It emphasises learning, accountability, and the rebuilding of relationships, rather than focusing solely on punishment.

Restorative conversations are guided by the '4 Rs' framework—Regulate, Relate, Reason, and Repair—which provides a clear structure for supporting pupils through reflection, understanding, and positive change.

- **Phase 1: Regulate and Relate**
  (e.g. "Can you tell me what happened?" "How were you feeling?")
  During this phase, staff prioritise helping the pupil to feel calm and safe. Time and space may be provided to support emotional regulation before discussion begins. Staff use a non-judgemental approach, showing empathy, patience, and understanding while encouraging pupils to share their perspective.

- **Phase 2: Reason**
  (e.g. "What were you needing at that moment?" "What could you do differently next time?")
  Staff support pupils to reflect on the situation and identify possible triggers or unmet needs. Through guided discussion, pupils are helped to understand the impact of their behaviour and to consider more positive ways of responding in the future.

  Where needed, staff will model appropriate responses and provide clear guidance, recognising that pupils may still be developing the social and emotional skills required.

- **Phase 3: Repair**
  (e.g. "How can we put this right?" "What are your next steps?")
  The focus of this phase is on repairing relationships and restoring Trust. Pupils are supported to take responsibility and consider how their actions have affected others. Together, staff and pupils agree on meaningful actions to make amends and move forward positively.

  Follow-up support and check-ins are used to ensure that relationships remain strong and that the pupil feels supported in maintaining positive behaviour.

9.4 Impact and Consistency

By embedding the 4 Rs approach across our schools, we ensure that:

- Behaviour is addressed consistently and fairly
- Pupils feel listened to, understood, and supported
- Relationships remain central to behaviour management
- Pupils develop the skills needed to regulate, reflect, and make positive choices

This shared approach promotes a culture of respect, accountability, and continuous growth across the Trust.

10. Responding to Behaviour

10.1 Classroom management

Teaching and support staff play a key role in establishing and maintaining a positive learning environment. They are responsible for setting clear expectations and creating the conditions in which all pupils can succeed.

Staff will:

- Create and maintain a purposeful learning environment that is engaging, well-organised, and conducive to learning
- Make expectations explicit by displaying and referring to the behaviour curriculum and/or agreed classroom rules
- Establish clear routines that support consistency, structure, and smooth transitions throughout the day
- Build positive relationships with pupils, rooted in respect, consistency, and unconditional positive regard

This may include:

- Greeting pupils at the start of the day or lesson to establish a positive tone
- Communicating expectations clearly using a range of strategies (e.g. visual cues, modelling, non-verbal signals)
- Actively recognising and reinforcing positive behaviour
- Planning and responding consistently to low-level disruption to prevent escalation
- Ending lessons or the day on a positive note and reinforcing a fresh start approach

10.2 Responding to Positive Conduct

When a pupil consistently demonstrates or exemplifies the school's behaviour principles and rules, staff will recognise this through meaningful praise and reward. This provides an opportunity to reinforce the culture, values, and expectations that underpin the school community.

Recognition will be applied consistently, fairly, and purposefully to reinforce the routines, expectations, and shared norms that support a positive learning environment.

Please refer to Appendix 4 for how pupils who model the school's behaviour principles and rules may be recognised.

10.3 Supporting Behaviour

When a pupil's behaviour falls below the expected standard, staff will respond in a way that prioritises support, restores a calm and safe environment, and helps the pupil to make positive changes.

Staff will create a predictable and consistent environment by addressing behaviour in a calm, fair, and proportionate manner. This ensures pupils understand that expectations are consistently upheld and that they will be supported to meet them.

A focus will be placed on understanding the reasons behind behaviour, recognising that behaviour is a form of communication. Staff will take into account any contributing factors, including individual needs and vulnerabilities, when deciding on appropriate responses.

De-escalation strategies will be used to prevent situations from escalating. This may include the use of planned scripts, calm communication, and adjustments to support pupils in regulating their behaviour.

Staff will consider what support is needed to help the pupil improve, alongside any logical consequences. This may include:

- Restorative conversations using the 4 Rs framework
- Additional adult support or check-ins
- Adjustments to routines or learning approaches
- Pastoral or targeted interventions
- Referral to appropriate school staff (e.g. SENCO, DSL, or pastoral lead) where needed

Where logical consequences are used, they will be meaningful, proportionate, and focused on reflection and learning. These may include:

- A verbal reminder of expectations
- Time for reflection or completion of work
- Temporary removal from a situation to support learning or regulation
- Loss of privileges or responsibilities
- Communication with parents/carers
- Behaviour monitoring (e.g. report systems)

In more serious cases, responses may include involvement of senior staff, suspension, or permanent exclusion.

Decisions will always take into account the individual circumstances of the pupil, ensuring that responses are fair, appropriate, and supportive, whilst maintaining high expectations for all.

10.4 Graduated Response: Stepped Approach to Behaviour Support

Across the Trust, schools will implement a graduated and supportive response to behaviour. This provides structure and consistency while allowing flexibility to meet the needs of individual pupils and contexts.

In-line with Trust principles, the stepped approach in our school can be seen in Appendix 5.

10.5 Restrictive Interventions

Our approach to restrictive interventions is guided by the Department for Education's (DfE) current guidance on the use of reasonable force and restrictive interventions.

Restrictive interventions refer to actions—both physical and non-physical—that are used to prevent, restrict, or manage a pupil's movement, in order to reduce the risk of harm to themselves or others.

We recognise that any use of force or restraint carries potential risks, including physical and psychological harm. As such, our approach is rooted in prevention, de-escalation, and relational practice, and restrictive interventions are used only as a last resort, when all other appropriate strategies have been exhausted.

Staff are trained to assess risk, respond proportionately, and act in the best interests, safety, and dignity of the pupil at all times. Any use of restrictive intervention will be reasonable, proportionate, and necessary, in line with statutory guidance.

For further information, please refer to **Use of Restrictive Interventions Policy.**

10.6 Searching, screening and confiscation

Our approach to Searching, Screening and Confiscation is guided by the Department for Education's (DfE) current guidance on Searching, Screening and Confiscation.

Principles for searching, screening and confiscation (taken directly from the published guidance above) can be seen in the table below. For more detailed information, please follow the DfE guidance via the link.

Core Principle	Key Requirements
Legal Authority	Searches are authorised under the Education Acts (1996, 2006) and related regulations; must align with DfE guidance.
Reasonable Suspicion / Consent	Staff must either obtain pupil consent or have reasonable grounds to suspect possession of prohibited items.
Authorised Staff Only	Searches must be carried out by staff designated by the Headteacher or senior leaders.
Respect & Privacy	Searches should be proportionate, conducted respectfully, in a private space, by same-sex staff, with a witness present.
Scope of Search	Includes bags and pockets; strip searches are only allowed by police under strict procedures.
Safeguarding Focus	Searching may reveal wider safeguarding concerns and should prompt appropriate liaison with DSL or external agencies.
Record-Keeping	All searches must be recorded: who searched, reason, outcome, any confiscations and follow-up actions via CPOMS.
Parental Notification	Schools must inform a parent or carer about searches and their outcomes when appropriate.
Confiscation Policies	Prohibited items must be confiscated; schools can also remove items that threaten discipline or safety.

10.7 Off-site Misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

10.8 Online Misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

11. Serious Sanctions

11.1 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or most senior member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

11.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to the school's Child Protection and Safeguarding Policy for more information.

11.3 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Managing Allegations Against Staff Policy for more information on responding to allegations of abuse against staff or other pupils.

Serious sanctions

11.4 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort. In the first instance and prior to a decision being made, advice and guidance should be sought from the school's Education Development Advisor or the Director of Education.

Please refer to our Exclusions Policy which is published on each school's website.

12. Safeguarding

Schools in our Trust recognise that behaviour can be an important indicator of a pupil's wellbeing and safety.

We acknowledge that:

- Changes in a pupil's behaviour may signal that they are in need of help or protection
- Individual circumstances—such as being a young carer, a looked-after child, or living within a vulnerable or challenging context—can have a significant impact on behaviour
- Instances of misbehaviour may be linked to a pupil experiencing, or being at risk of, harm

Where concerns arise, we will carefully consider whether a pupil's behaviour may indicate a safeguarding need. In such cases, staff will respond in line with the school's Child Protection and Safeguarding Policy.

This may include providing pastoral support, initiating early help intervention, or making a referral to children's social care, as appropriate.

For further guidance, please refer to the school's Child Protection and Safeguarding Policy.

13. Responding to Misbehaviour from Pupils With SEND

13.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

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

As a part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support, including behaviour support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual pupils with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

- We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

13.2 Adapting sanctions for pupils with SEND
When considering a sanction for a pupil with SEND, the school will consider whether:
- The pupil understood the rule, instruction or expectation.
- The pupil was able to regulate or modify their behaviour at the time.
- The behaviour may have arisen as a result of the pupil's SEND.
- Any reasonable adjustments or support should be considered before a sanction is imposed.

The school may still apply sanctions where appropriate, but will take account of its duties under the Equality Act 2010 and the individual circumstances of the pupil.

13.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND
The school's special educational needs co-ordinator (SENDCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

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

14. Monitoring Arrangements

14.1 Recording and Reporting behaviour
Behaviour incidents within Stages 3-5 of the Graduated Response: Stepped Approach to Behaviour Support (See Appendix 5) must be recorded on CPOMS adhering to the Trust CPOMS Guidance.

14.2 Monitoring and evaluating behaviour
School Leaders will analyse patterns and trends of behaviour on a regular basis (at least fortnightly) and consider what actions need to be taken as a result of this analysis. Content from this analysis may also inform Caseload Supervision Meetings.

A report will also be provided to Academy Committees three times per year as part of the Head Teachers report to Governors.

15. Links with other policies

This behaviour policy is linked to the following policies:
- Exclusions policy
- Anti-bullying policy
- Child protection and safeguarding policy
- Restrictive interventions policy

Appendix 1 – Holy Trinity Primary Home School Agreement

School Vision

Inspired by God the Trinity and St Julian of Norwich, we have a vision to be an **aspirational** school that **honours and celebrates** each person. We work together to deliver excellence in learning so that our interests and talents can be n**urtured** for the benefit of the whole community. We are **knit together** by our shared values and we are **rooted in hope** for the future.

"All shall be well because we are knit together and rooted in hope"

Home School Agreement

At our school, we work in partnership to ensure every child thrives. Guided by our vision and our school rules — Be Safe, Be Ready, Be Respectful — this agreement sets out how we will work together as a community of children, families and staff.

Parents/Carers – We Agree To:

- Ensure our child attends school regularly, arrives on time, and is properly equipped with the correct uniform, PE kit and learning materials.
- Inform the school promptly of any absence or concerns that may affect our child's learning, wellbeing or behaviour.
- Support our child's learning by encouraging completion of homework and valuing education at home.
- Promote our school values by helping our child to be safe, be ready and be respectful at all times.
- Encourage our child to take part in all aspects of school life and celebrate their achievements.
- Attend meetings and communicate positively with school staff about our child's progress.
- Support the school's policies, including behaviour and safeguarding.
- Promote a healthy lifestyle, including providing a nutritious lunch where applicable.
- Treat all members of the school community — staff, pupils and other parents — with respect, courtesy and kindness, including in all communications (face-to-face, phone and online).
- Work in partnership with the school to resolve concerns calmly and appropriately, recognising that aggressive, abusive or disrespectful behaviour is not acceptable.
- Take care of school equipment and resources and understand that costs may be incurred for loss or damage.

School – We Agree To:

- Provide a safe, nurturing and inclusive environment where every child is valued and supported.
- Enable every child to fulfil their potential through a broad, balanced and engaging curriculum.
- Promote our vision of being *knitted together and rooted in hope* in all aspects of school life.
- Teach and model our expectations: be safe, be ready and be respectful.
- Support children's academic progress, wellbeing and personal development.
- Keep parents informed about their child's progress through reports and regular meetings.
- Communicate openly and respectfully, and work in partnership with families.
- Address concerns promptly and fairly.
- Encourage families to engage with and contribute to school life.

Signed:
Headteacher S. Liley

Children – I Agree To:

- Follow our school rules: Be Safe, Be Ready, Be Respectful.
- Treat everyone with kindness, respect and fairness.
- Take care of our school, equipment and environment.
- Try my best in all my learning and be proud of my achievements.
- Be responsible for my behaviour and make positive choices.
- Be ready to learn by listening, participating and asking for help when I need it.
- Complete my homework to the best of my ability.
- Help make our school a happy place where we are *knitted together and rooted in hope*.

Appendix 2 – Secondary Home School Agreement

Not applicable

Appendix 3: Written Statement of School Rules at Holy Trinity Primary School

Our expectations are underpinned by three core principles which guide all members of our school community: Be Ready, Be Respectful, and Be Safe.

- **Be Ready**
  We expect all members of our school community to be ready to learn. This includes being prepared for the day ahead, listening attentively, and engaging positively in all learning opportunities.

- **Be Respectful**
  We expect everyone to demonstrate respect through their actions and communication. This includes being considerate of others, listening carefully, communicating confidently and appropriately, and showing kindness and care at all times.

- **Be Safe**
  We expect all members of the school community to behave in a way that keeps themselves and others safe. This includes making responsible choices and using safe, kind actions and language.

It is important that pupils understand that we have high expectations for behaviour and are clear about what these behaviours look like in practice.

We recognise that behaviour is a form of communication. When pupils behave in certain ways, they may be expressing a need or difficulty. As a school, we are committed to building strong, supportive relationships with pupils so that we can understand and respond to behaviour effectively, helping every child to succeed.

Appendix 4: How Pupils Who Model the School's Behaviour Principles and Rules May Be Recognised at Holy Trinity Primary School.

- **Specific verbal praise**, highlighting the behaviours demonstrated
- **Positive communication with parents/carers**, such as phone calls or written messages
- **Certificates, awards, or recognition in Friday Mentions**
- **Team Points for positive learning behaviours**
- **Opportunities for responsibility**, such as leadership roles, mentoring, or involvement in projects and decision-making
- **Group recognition**, including class or year group rewards that celebrate collective effort and shared success
- Headteacher stickers
- Sharing good work
- Class teachers also have their own reward systems in each class

Appendix 5: Graduated Response: Stepped Approach to Behaviour Support

Graduated Response: Stepped Approach to Behaviour Support

Stage 1: Universal Support

(**Reminder and Redirection**)

- Reminder of school expectations: *Be Ready, Be Respectful, Be Safe*
- Redirection and positive behaviour prompts
- Use of classroom strategies, including:
    - Visual supports and reminders
    - Proximity and non-verbal cues
    - Scaffolded learning and adapted tasks
    - Positive reinforcement and encouragement

Stage 2: Classroom-Based Support

(Regulate and Reset)

- Time in a designated regulation space within the classroom
- Brief check-in with an adult
- Opportunity to use agreed regulation strategies
- Support to return successfully to learning
- Completion of missed learning where appropriate. A child may spend part of a break or lunchtime with an adult to reflect, repair relationships, complete essential learning or receive support to regulate and successfully return to class.

Stage 3: Additional Support

(Wider School Support)

- Access to an alternative classroom or designated regulation area
- Support from another member of staff
- Restorative conversation to reflect on what has happened
- Identification of any additional support needed

Stage 4: Targeted Support

(Senior Staff Involvement)

- Support from a senior leader, SENDCo or pastoral lead
- Individualised interventions or mentoring
- Review of potential underlying needs or barriers
- Communication with parents/carers where appropriate
- Agreed targets and support strategies

Stage 5: Intensive and Personalised Support

(Individual Support Planning)

- Personalised Behaviour Support Plan
- Risk assessment where required
- Multi-agency involvement and specialist advice
- Regular review meetings with parents/carers and relevant professionals
- Adjustments to provision to support long-term success

Working Together

At every stage, the focus is on understanding the reasons behind behaviour, teaching positive behavioural choices, supporting self-regulation and ensuring all children can engage successfully in school life. This graduated response sits alongside the school's high expectations for behaviour and commitment to supporting every child to be successful.

Consequences are intended to support learning, restore relationships and help children make positive choices in the future. They are applied fairly, consistently and with consideration of individual needs."

Graduated Response: (Child Friendly Version - Our Reflect, Repair, Return Model)

1. Reflect

What happened?

- Take a moment to calm and think.
- Talk with an adult if needed.
- Consider how your choices affected learning, safety or others.

2. Repair

What can I do to put things right?

- Have a restorative conversation.
- Listen to others' views.
- Apologise if appropriate.
- Agree how things can be improved next time.

3. Return

How can I be successful now?

- Rejoin learning positively.
- Follow agreed expectations.
- Make a fresh start.
- Catch up on missed learning

Everyone makes mistakes. When things go wrong, we reflect, repair and return so that everyone can learn, feel safe and be successful.

Appendix 6: Mobile Phones

Our school is a mobile phone-free environment. Pupils must not access or use mobile phones or smart devices during the school day. Where pupils need a phone for travel to and from school, it must be switched off and handed to the class teacher on arrival. Any communication between pupils and parents during the school day will be managed through the school office. Reasonable adjustments will be made where required to support pupils with disabilities, medical needs or other exceptional circumstances.

Mobile Phone Procedure

- Pupils should not use mobile phones on school premises at any time during the school day, including before registration, breaktimes and lunchtime.
- Any pupil who brings a mobile phone to school must switch it off before entering the school site.
- Phones should be handed into the class teacher on arrival and collected at the end of the school day.
- Smart watches with messaging, camera or internet capability should be treated in the same way as mobile phones.

Parent Communication Procedure

- Parents/carers who need to contact their child during the school day must do so via the school office.
- The school office will relay urgent messages to pupils and staff as appropriate.
- Parents should be reminded regularly that pupils are not permitted to contact home directly during the school day except through agreed school procedures

Staff Responsibilities

- All staff will consistently enforce the school's mobile phone expectations.
- Staff should avoid personal mobile phone use in the presence of pupils during the school day, except where required for professional purposes.
- Mobile phone expectations will be communicated annually to staff, pupils and parents.

Responding to Breaches

- Any phone seen, heard or used during the school day will be confiscated in accordance with the Behaviour Policy.
- A first incident may result in confiscation until the end of the day.
- Repeated incidents may result in parents being required to collect the device and further behaviour sanctions being applied.
- All confiscations should be recorded on CPOMS.

Safeguarding and Online Safety

- Pupils will receive age-appropriate education on online safety, cyberbullying, screen time and responsible technology use.
- Concerns relating to inappropriate online behaviour will be referred to the Designated Safeguarding Lead where required.

Reasonable Adjustments

- Exceptions may be granted where a pupil's medical condition, disability or other exceptional circumstance requires access to a mobile device. Such arrangements must be agreed with parents and documented in the pupil's support plan.
- Any approved device use will be limited to the agreed purpose, time and location.