The 3-18 Education Trust

Relational Behaviour Policy

'Every individual is in a great school.'

Approved: **Autumn Term 2026**
Review: **Summer Term 2027**

www.3-18education.co.uk

Our Mission

Rooted in Equity. Belonging by Design. Success Without Limits.

Our Values

Compassionate

To show care and understanding towards others.

Accomplished

To provide high quality education and training for all.

Resilient

To be solution focused and able to intelligently manage challenges.

The 3-18 Education Trust
101 Longden Road
Shrewsbury
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Company Number: 08064698

Policy Monitoring and Review

Monitoring

The Deputy Chief Executive Officer and Trust Director of Inclusion will monitor the outcomes and impact of this policy on an annual basis or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

Review

Member of Staff Responsible	Deputy Chief Executive Officer
Relevant Guidance/Advice/Legal Reference	Department for Education (DfE) on: Behaviour in schools: advice for headteachers and school staff 2024 Searching, screening and confiscation: advice for schools 2022 The Equality Act 2010 Keeping Children Safe in Education 2026 https://www.gov.uk/government/publications/school-exclusionSuspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (in force 26 July 2026) Restrictive interventions including the use of reasonable force interventions policy Supporting pupils with medical conditions at school Special Educational Needs and Disability (SEND) Code of Practice 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 .(incorporated into this policy) Children's Wellbeing and Schools Act 2026;
Policy Adopted By	Board of Directors
Consultation	Completed in Spring 2026
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Review Period	Annually
Date of Next Review	Summer Term 2027

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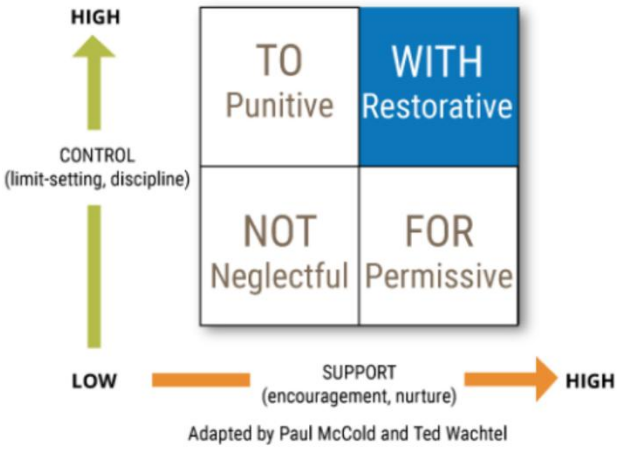
1. Introduction

1.1. The 3-18 Education Trust (Trust) is dedicated to enabling all our pupils to flourish, socially, emotionally and academically, empowering them to lead confident and independent lives, and preparing them for adulthood. We aim to provide supportive environments where pupils can develop the interpersonal skills necessary to make informed decisions about their education and future careers. By focusing on social mobility, we strive to enhance opportunities for all pupils, particularly those from disadvantaged backgrounds and those with special educational needs and disabilities. Our approach ensures that every pupil is equipped with the behavioural and social competencies needed to thrive in their personal and professional lives helping them to achieve a strong sense of belonging both within schools and their communities.

1.2. We are focussed on developing a relational, attachment aware and trauma-informed approach to behaviour management. We believe that nurturing positive relationships and understanding the impact of trauma are central to creating a supportive and inclusive educational environment. Our goal is to help pupils become accomplished, resilient, and compassionate individuals who feel confident enough to take risks and learn from their mistakes.

1.3. To fully reach their potential, pupils need clear, warm but firm boundaries and consistent support, enabling them to learn in a calm, safe, and nurturing environment. This approach not only protects them from disruption but also promotes their social and emotional well-being.

1.4. We recognise that behaviour is a form of communication, often reflecting underlying needs or emotions. By understanding and addressing these needs, we aim to support pupils more effectively and embed a positive school culture. Staff are encouraged to remain curious about the reasons behind inappropriate behaviour, seeking to understand the underlying causes (SEND, contextual, environmental) and responding with empathy and support.



1.5. We also recognise that pupils need both high support and high challenge and align with research from professionals such as Wachtel and McCold (2014) and Louise Michelle Bombèr (2020).

1.6. Our commitment is to ensure that every member of the Trust's community—pupils, staff, parents, local governors, trustees, and the wider community—feels valued and respected and build their sense of belonging. We strive to treat all stakeholders fairly and expect everyone to set a positive example for others, establishing the highest standards of behaviour.

1.7. By embracing relational principles and being trauma-informed, the Trust aims to promote great behaviour, self-discipline, and respect. We are dedicated to preventing bullying and ensuring that pupils complete their work to the best of their ability. Ultimately, our aim is to

prepare pupils for life beyond school, equipped with the skills and resilience they need to thrive.

2. The Trust's Behaviour for Belonging Principles

2.1. Our principles are designed to create nurturing, inclusive and safe environments where positive behaviour is encouraged and maintained through:

- **A whole school approach** to behaviour, underpinned by our Belonging Framework. This framework ensures that expectations are simple, clear and well communicated, helping to embed a supportive school culture whilst understanding the potential links between behaviours displayed and other strands within the framework.
- **High expectations** of pupils' conduct and behaviour, which are commonly understood by staff and pupils and applied consistently and fairly to help create a safe and fair environment.
- **Support** in place from school leaders for school staff in understanding and managing pupil behaviour. This includes training and resources to help staff respond effectively and empathetically to behavioural challenges whilst remaining curious to underlying causes of inappropriate behaviour.
- **Targeted interventions** to improve pupil behaviour and support for pupils to help them to meet behaviour standards, making reasonable adjustments for pupils with additional needs and/or disability as required.
- **Proportionate action** taken to ensure that pupil behaviour does not disrupt the learning of others whilst also identifying any unmet need of the pupil at the root cause of any inappropriate behaviour
- **Understanding and compassion** to recognise that certain pupils may require additional support to reach their full potential. These groups, which include but are not limited to socio-economically disadvantaged pupils (PP), those with special educational needs and disabilities (SEND), those who have experienced trauma, and those currently or previously in care (P/CLA), are identified as being at a higher risk of absenteeism and exclusion without the necessary understanding and assistance.
- **A respectful culture** in which bullying, physical threats or abuse and intimidation are not condoned. Every pupil is treated with respect, and we work diligently to ensure their safety and wellbeing.
- **Effective systems** in place to ensure that any incidents of bullying, discrimination, aggression and derogatory language are dealt with quickly and effectively to promote both healing and understanding and where possible repair.
- **A clear understanding** from staff of their responsibilities, as set out in Part 1 of Keeping Children Safe in Education, to provide a safe environment in which pupils can learn.

2.2. This policy applies to all aspects of school life: clubs, breaks/lunchtimes, wrap around care and also when pupils are out of school on school trips and within the local community to ensure we achieve our ultimate goal of a sense of belonging for all.

2.3. "*Diversity is having a seat at the table, inclusion is having a voice and **belonging** is having that voice heard."*

3. The Policy Aims

3.1. This policy aims to:

- Create a positive culture that promotes excellent behaviour and supports the social and emotional well-being of all pupils.
- Establish clear expectations and boundaries for behaviour that are consistently applied across the trust
- Outline our approach providing appropriate support and intervention to support all pupils to identify behaviours which might pose a risk of harm to themselves and others and to take responsibility in learning from their actions
- Promote a sense of belonging and inclusion within the school community
- Reinforce systems of support and ensure staff understand the graduated approach within our Belonging Framework to create a holistic culture for all.
- Define behaviours that the Trust considers to be unacceptable including bullying and discrimination and the possible responses to incidents.

3.2. For the purposes of this Policy, our definition of inappropriate behaviour and examples can be found in Appendix A.

4. Roles and Responsibilities

Trust Board

4.1. The Trust Board has strategic leadership responsibility for ensuring that the Trust complies with duties under the related legislation and guidance listed later in this policy and for monitoring the effectiveness of the policy. The Trust Board has delegated some responsibilities, although retains accountability, as follows:

The Chief Executive Officer (CEO)

4.2. The CEO ensures:

- Each Trust school adheres to this policy and has procedures in place that are implemented effectively and comply with the Trust's duties under the related legislation and guidance listed later in this policy.
- All staff are knowledgeable and confident in carrying out their duties in line with training and the related legislation and guidance listed later in this policy.

Local Committees (LC)

4.3. Under the Scheme of Delegation, the Trust Board has delegated monitoring of the effectiveness and implementation of the relational behaviour policy at school level to LCs. Each individual LC will appoint an Inclusion Link Local Committee Member. Each Inclusion Link Local Committee Member is responsible for leading on the governance oversight of inclusion, including how members of the school behave towards one another. They meet with the school's SENDCo/DSL on a termly basis and report back to the LC by way of a written report.

The Headteacher

4.4. The Headteacher is responsible for:

- Upholding this policy annually and ensuring creation and implementation of school-specific appendices across school practices and systems.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with challenging behaviour.

- Embedding and monitoring the use of the graduated approach of support as laid out in our Belonging Framework roles and responsibilities (See Appendix C)
- Monitoring how staff implement this policy to ensure rewards and necessary restorative consequences are applied consistently to all groups of pupils whilst making reasonable adjustments where necessary.
- 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 relational behavioural culture to ensure they understand its rules, routines and application, and how best to support all pupils to participate fully.
- Offering appropriate training in positive behaviour support, 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 consequences and support when necessary.
- Ensuring the behaviour data is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Staff

4.5. Staff are responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of appropriate pupil behaviour.
- Implementing the Relational Behaviour for Belonging policy consistently and fairly.
- Following the graduated approach of support as laid out in our Belonging Framework roles and responsibilities (See Appendix C)
- Communicating the school's expectations, routines, values and standards through teaching positive behaviour, and in every interaction with pupils.
- Never ignoring a pupil whose behaviour falls below desired expectations.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of individuals.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly using the relevant school system for recording behaviour incidents (ARBOR) so that data can be analysed to inform the curriculum and support need.
- Providing high support and high challenge for pupils to meet the school's expectations. When needed senior leadership support for staff will be provided as appropriate.

Pupils

4.6. 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 Relational Behaviour for Belonging Policy and guidelines.
- Their personal responsibilities linked to the Belonging Framework in achieving great behaviour and other strands through the graduated approach roles and responsibilities (Appendix C).

- The school's key rules and routines. (see separate behaviour processes referenced in point 5.15).
- The rewards they can earn for meeting the behaviour standards, and the restorative consequences they will experience to support them to meet the standards if they don't achieve this initially.
- The pastoral support available to them to help them meet the behaviour standards.

4.7. Pupils will be supported to meet the behaviour standards. Pupils will be supported to develop an understanding of Trust's Relational Behaviour for Belonging Policy, related guidance, and wider culture.

Parents and Carers

4.8. Parents and carers are expected to:

- Get to know the Trust's Relational Behaviour for Belonging Policy and reinforce it at home where appropriate.
- Support their child in adhering to the Trust's Relational Behaviour for Belonging Policy.
- Work with school following the graduated approach to understand expectations as laid out in our Belonging Framework roles and responsibilities (See Appendix C)
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher/relevant member of staff promptly.
- Take part in any pastoral work following inappropriate behaviour (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 wider school life to support their child's sense of belonging within the community.

4.9. 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 Trust's Relational Behaviour for Belonging Policy and working in collaboration with them to tackle behavioural issues.

Teaching a Culture of Relational Behaviour

4.10. The Trust aims to create a positive culture that promotes excellent behaviour, ensuring that all pupils are able to learn in a calm, safe and supportive environment. These expectations are underpinned by our Belonging Framework (Appendix B) which outlines the responsibilities of all stakeholders at the stages of need for each strand. Through early identification of underlying needs or barriers preventing a pupil from thriving, we aim to implement targeted support to address issues which might impact on a child causing negative outward behaviours. Schools will be supported to implement the framework and follow the staged approach to involve intervention and external agencies where necessary.

4.11. Pupils within the Trust are expected to:

- Behave in a cordial and self-controlled way.
- Show respect to members of staff and each other.

- Not stop other pupils from learning due to challenging behaviour.
- Treat the school buildings and school property with respect.
- Accept support to work through the 4 Rs and acknowledge appropriate consequences when given. (See Appendix D)
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

4.12. Where appropriate and reasonable, adjustments may be made to routines within the curriculum and environments to ensure all pupils can meet behavioural expectations in the curriculum.

5. Behaviour for Belonging

Classroom management

5.1. Teaching and support/associate staff are responsible for setting the tone and context for positive behaviour and ***teaching*** 'Behaviour for Belonging' within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the 'Behaviour for Belonging' 4Rs or their own classroom rules.
- Develop a positive relationship with pupils, which will include:
- Greet pupils in the morning/at the start of lessons.
- Establish clear and consistent routines.
- Communicate expectations of behaviour in ways other than just verbally.
- Highlight and promoting good behaviour.
- Conclude the day/lesson positively and starting the next day/lesson afresh.
- Have a plan for dealing with low-level disruption.
- Use positive reinforcement.

Mobile phones and personal devices

5.2. In line with the Department for Education's Mobile phones in schools guidance (February 2024), the Trust prohibits the use of mobile phones and other personal smart technology by pupils throughout the school day, including during lessons, transitions, breaks and lunchtimes. This applies whether the device is being used to call, message, browse, photograph, record, livestream, listen to audio, or any other purpose.

5.3. The Trust takes this position because the evidence base, alongside the lived experience of our schools, indicates that the constant presence of personal devices undermines pupils' ability to focus, weakens face-to-face relationships, increases exposure to online harms (including cyberbullying and the sharing of nudes and semi-nudes), and reduces pupils' sense of belonging within the school community. A mobile-free school day supports pupils' wellbeing, learning, and social development.

5.4. **Trust schools will:**

- Communicate the mobile phone expectations clearly and consistently to pupils, parents and carers, including at induction and at the start of each academic year.
- Set out school-specific arrangements for how pupils' phones and personal devices are managed during the school day (for example, handed in on arrival, kept in lockers, or kept switched off and out of sight in bags). The chosen approach will be

detailed in the school's appendix to this policy and within the standalone Mobile Phone Policy.

- Apply the expectation consistently and fairly, with reasonable adjustments made where a pupil requires access to a device for a documented medical or accessibility reason (for example, a glucose monitoring app, an assistive communication app, or a hearing-aid companion app). Such adjustments will be agreed in writing with parents/carers and recorded on the pupil's support plan.
- Treat breaches of the mobile phone expectation through the 'Behaviour for Belonging' 4Rs process. A first breach will normally involve a restorative conversation and confiscation of the device for the remainder of the school day. Repeated or more serious breaches – for example, using a device to film, photograph or harass another pupil or member of staff – will be treated as a serious behaviour incident and may result in suspension. The use of a mobile phone to create, possess or share nudes, semi-nudes, or AI-generated indecent images will be managed as a safeguarding matter under the Trust's **Safeguarding and Child Protection Policy**.
- Confiscate mobile phones and other personal devices in line with the powers set out in the Searching, Screening and Confiscation section of this policy. Confiscated devices will be stored securely. Where a device contains content that gives rise to a safeguarding concern, the Designated Safeguarding Lead (DSL) will be informed without delay and the device will not be examined further without their express authorisation, in line with KCSiE 2026 and the UKCIS guidance Sharing nudes and semi-nudes: advice for education settings.
- Recognise that staff also model expectations: members of staff will not use their personal mobile phones in front of pupils during teaching time or when supervising pupils, save in genuine emergencies or where required for a specific safeguarding or operational reason.

Pupils with caring responsibilities, vulnerabilities, or specific safety needs

5.5. The Trust recognises that for some pupils – including young carers, pupils experiencing domestic abuse, pupils with significant medical needs, and care-experienced pupils – being unable to access a phone during the school day can cause genuine anxiety. In such cases, schools will work with the pupil and their family to agree alternative arrangements, such as: ensuring the pupil knows how to contact home via the school office at any point, identifying a key adult the pupil can speak to, or in exceptional cases allowing supervised access to the device at agreed points in the day. These arrangements will be recorded and reviewed.

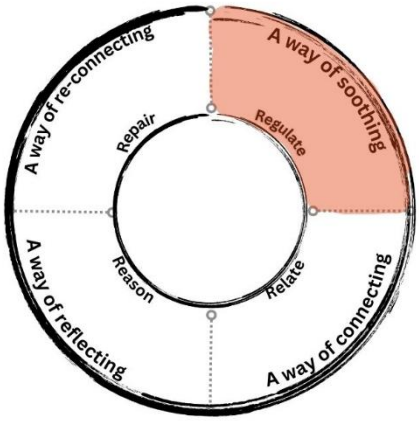
Smartwatches, earbuds and other personal technology

5.6. The expectations above apply equally to smartwatches with messaging or recording functionality, wireless earbuds, fitness trackers with communication features, and any other personal technology that could be used to call, message, photograph, record or access the internet. Schools will set out their specific position on which items are permitted and which are not.

Behaviour for Belonging: Regulate, Relate, Reason, Repair

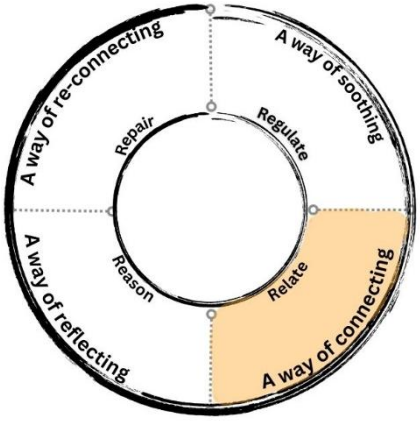
5.7. Our schools are on a journey to embed relational principles underpinned by evidence-based practices such as the PACE framework (Dan Hughes) and Emotion Coaching. These keep the pupil at the heart of all decision making around behaviour and help staff to

remain curious to the outward behaviours whilst maintaining a high level of challenge and standards for all. Schools will work on the process ‘Regulate, Relate, Reason and Repair’ based on the neurosequential models and principles from Dr Bruce Perry and Louise Michelle Bombèr (2020) to ensure that staff support pupils through the stages of acknowledgement of behaviour in order to learn from experiences and develop positive behaviour strategies. When an incident occurs, priority must be given to first ensuring the safety of all involved and then supporting the regulation of the pupil involved. Staff can then support pupils displaying challenging behaviour by employing the "Regulate, Relate, Reason, and Repair" framework.



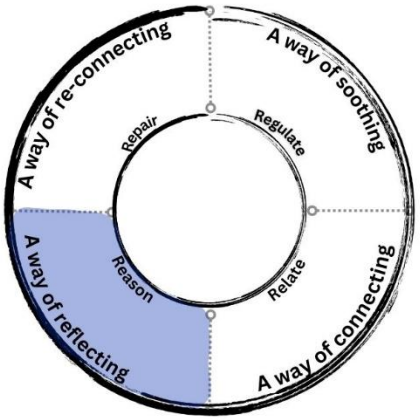
5.8. **Regulate**

Initially, staff should ensure that a child has been given the space, time and key adult support to regulate their fight/flight/freeze responses before attempting restorative conversations and supporting them to discuss their behaviour. This may involve ‘time in’ with a child and grounding or coregulation strategies. Establishing a positive relationship is crucial, where staff greet pupils warmly and communicate expectations clearly. Regulate links to Steps 1 and 2 within Emotion Coaching, supporting a child to recognise their feelings whilst helping them to regulate their ‘emotional brain’ and re-engage their ‘thinking brain’.



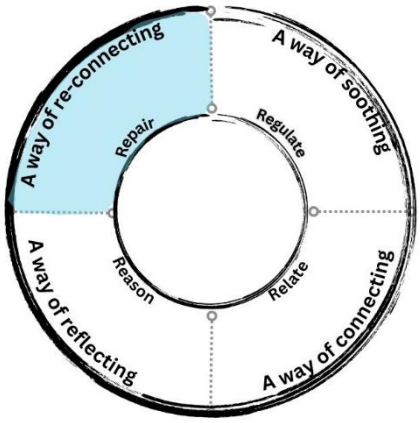
5.9. **Relate**

Once the pupil is regulated, staff can use their positive relationships to relate to them by showing empathy and understanding for their frustrations, helping to develop trust and positive connections e.g. PACE and steps 1-2 with emotion coaching practice.



5.10. **Reason**

Once a pupil is calm and able to reason, learn and reflect, work through restorative conversations regarding their actions and seek solutions together on how they might be able to move forward; this is the time when high challenge is also provided, helping pupils to understand there are always consequences for our actions and taking responsibility is part of the process. This is underpinned by step 3 of Emotion Coaching.



5.11. **Repair**

Relationships must always be repaired, both between the pupil and the adult/ other pupils. It's vital that pupils have a voice in what this repair looks like and how it will help e.g. restorative approaches, so that they learn to use effective strategies to support more positive behaviour choices moving forward for themselves and the school community. This needs explicitly teaching and staff will scaffold approaches to help pupils problem-solve and learn from their mistakes to improve behaviour choices in the future.

Responding to positive behaviour

5.12. Acknowledging good behaviour encourages repetition and rewards provide an opportunity for staff to reinforce the school's culture and ethos. Therefore, the Trust expects all schools to have in place procedures and processes to highlight and reward positive behaviour.

5.13. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

5.14. Positive behaviour may be rewarded with:

- Verbal praise.
- Stickers, certificates, awards, prizes.
- Communicating praise to parents/carers via phone call or written correspondence.
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project.
- Whole-class or year group rewards, such as a popular activity.
- Extra play time

5.15. Each school will have an **'Approach to supporting positive Behaviour'** document which outlines school-specific approaches to supporting and acknowledging positive behaviour including potential rewards and consequences. These are available on school websites and should be read in conjunction with this policy.

Responding to inappropriate behaviour

5.16. When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff in the Trust's schools will respond in order to restore a calm and safe learning environment, and to prevent recurrence of inappropriate behaviour.

5.17. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that inappropriate behaviour will always be addressed.

5.18. De-escalation techniques can be used to help prevent further behaviour issues arising. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

5.19. Consequences should always be seen as a learning opportunity and never given as a pure 'punishment'. Children need to be able to learn from their mistakes and we expect our schools to follow our 'Behaviour for Belonging' 4 R's process to ensure pupils at our schools have the chance to understand the rationale behind any consequences given.

5.20. Personal circumstances of the pupil will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, (and ideally during the reason/repair stage of the process for the pupil to take ownership of the consequence). The safeguarding of pupils must always be considered when deciding whether to suspend (e.g., in cases where a suspension would put a child at risk due to home circumstances).

Supporting pupils

5.21. Through the Behaviour for Belonging' 4R's process, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school.

5.22. This could include measures like:

- A targeted discussion with the pupil, including explaining what happened, the impact of their actions, how they can do better in the future and what could happen if their behaviour does not to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- A phone call or meeting with parents, and the Virtual School Head for looked after children;
- Considering whether support or intervention for behaviour management being provided remains appropriate.
- Reintegration meeting with parents and pupil following some forms of exclusion.
- Daily contact with the pastoral lead or another member of staff (e.g. a tutor, class teacher).
- A report card with personalised behaviour goals.
- Reintegration discussion and Reintegration Contract put in place.
- Professional's meeting to discuss behaviours and support packages in place.

5.23. A reintegration meeting/conversation with a pupil following a suspension **must** always take place.

6. Behaviour Expectations and Pupils with SEND and/or Disability.

6.1. All Trust schools will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

Recognising the impact of SEND on behaviour.

6.2. Behaviour is communication. When incidents of inappropriate behaviour arise, they will be considered in relation to a pupil's SEND (special educational needs and disabilities), although it is recognised that not every incident of inappropriate behaviour will be connected to their SEND. To what extent inappropriate behaviours are expressed because of either unmet underlying SEND needs or linked to areas of SEND will be made on a case-by-case basis.

6.3. When dealing with inappropriate behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the relational 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 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.

6.4. As a part of meeting these duties, the Trust's schools will anticipate, as far as possible, all likely triggers of inappropriate behaviour, and put in place support to prevent these from occurring.

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

6.6. Possible approaches to anticipating and removing triggers of inappropriate behaviour within schools could include:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism/ADHD.
- Use of spaces (e.g. nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

Adapting approaches and potential consequences for pupils with SEND

6.7. When considering a behavioural response for a pupil with SEND, each school will take into account:

- Was the pupil able to understand the rule or instruction?
- Was the pupil able to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

6.8. If the answer to any of these questions is 'yes', it **may** be unlawful for the school to sanction the pupil for the behaviour.

6.9. The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made for the consequence to be proportionate and

understood by the pupil. The school will also consider the impact of the consequence on a child with SEND (e.g. internal reset spaces are not always an appropriate response for SEND pupils).

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

6.10. Each school's special educational needs and disabilities co-ordinator (SENDCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they might have any underlying needs that are not currently being met.

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

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

Pupils with an education, health and care (EHC) plan

6.13. 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 a 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.

7. Behaviour Expectations and Pupils with Mental Health Needs

7.1. The Trust recognises that pupils' mental health and wellbeing have a direct impact on their behaviour, learning, and sense of belonging. In line with the Department for Education's Mental Health and Behaviour in Schools guidance and the Trust's commitment to a whole-school approach to mental health, our schools take account of pupils' mental health needs when applying this policy.

7.2. A mental health need may or may not constitute a disability under the Equality Act 2010, and may or may not also constitute a special educational need under the SEND Code of Practice. Where a mental health need meets either threshold, the legal duties set out in the SEND section of this policy apply equally. Where it does not meet those thresholds, the principles of compassion, curiosity, and reasonable adjustment continue to guide our response.

Recognising the impact of mental health on behaviour

7.3. Pupils experiencing mental health difficulties – including anxiety, depression, trauma, self-harm, disordered eating, suicidal ideation, obsessive-compulsive presentations, attachment-related difficulties and the impact of bereavement – may display behaviours which appear, on the surface, to be defiant, withdrawn, dysregulated, or disruptive. Examples may include school avoidance and emotionally based school non-attendance (EBSNA), refusal to engage with particular activities or staff, leaving the classroom or school site without permission, verbal outbursts, panic responses, dissociation, self-injurious behaviour, or selective mutism.

7.4. **Staff are expected to remain curious about the function of the behaviour and to ask:**

- What might this pupil be communicating?
- What is happening for this pupil at school, at home, or online that might be affecting them?
- Are there known mental health needs, recent changes, or trauma that should inform our response?

7.5. Is the behaviour a sign that the pupil needs help, rather than (or as well as) a consequence?

Adapting our response

7.6. When considering how to respond to behaviour where mental health is, or may be, a contributing factor, Trust schools will:

- **Pause before applying a standard consequence.** Staff will consider whether the pupil was able, in that moment, to regulate their response or to act differently. Where the answer is likely "no," the school's response will prioritise regulation, relational repair, and onward support, rather than punitive consequence.
- **Apply the 4Rs with extra care.** The "Regulate" stage may take significantly longer for a pupil in acute distress. Restorative conversations ("Reason" and "Repair") should not be attempted before the pupil is genuinely able to engage. Forcing reflection before regulation can re-traumatise the pupil and damage the relationship.
- **Make reasonable adjustments.** These may include access to a designated safe space, a key adult, agreed exit cards or movement breaks, a personalised behaviour support plan, a time-out signal, adjusted expectations around eye contact or verbal response, or temporary curriculum/timetable modifications. Adjustments will be agreed with the pupil and parents/carers where possible and recorded on the pupil's plan.
- **Consider the impact of consequences.** Internal isolation, public sanction, removal from a trusted adult's class, or suspension may be actively harmful for a pupil experiencing mental health difficulties and may escalate risk. The school will weigh the impact carefully on a case-by-case basis.
- **Involve the right people.** The school's **Senior Mental Health Lead**, **SENDCO**, **Designated Safeguarding Lead**, and pastoral team will be involved in shaping the response. Where appropriate, the school will refer to external services including CAMHS, the Mental Health Support Team (MHST), the school nurse, GP, the Educational Psychology service, the Local Authority's family help offer, and trauma-informed counselling services.
- **Maintain high expectations alongside high support.** In line with the Trust's commitment to "high support and high challenge," adjustments do not mean lowering aspirations for what a pupil can achieve. The aim is always to support the pupil to re-engage with learning, relationships and the school community.

Where there are signs of immediate risk

7.7. Where a pupil's behaviour suggests possible risk to themselves – for example, references to self-harm, suicidal ideation, or behaviour that endangers their safety – staff will not delay. They will inform the **Designated Safeguarding Lead** (or deputy DSL) without delay and follow the school's Safeguarding and Child Protection Policy. The pupil will be kept safe and supported by a known adult while the DSL determines the appropriate response, which may include contacting parents/carers, requesting an urgent CAMHS or crisis team review, contacting the GP, or, in cases of immediate risk to life, calling 999.

7.8. In such cases, any behavioural element of the incident is secondary to ensuring the pupil's safety. Behavioural follow-up will take place only after the immediate safeguarding response has concluded and the pupil is regulated and supported.

Working with families

7.9. The Trust recognises that mental health difficulties can place significant pressure on families. Schools will work in partnership with parents and carers, sharing concerns sensitively, listening to the family's perspective, and seeking to agree consistent approaches between home and school. Where consent is given, schools will share information with relevant external professionals to provide coordinated support. Where there are concerns that a pupil's mental health is being affected by circumstances within the home, schools will follow the safeguarding procedures set out in the Trust's **Safeguarding and Child Protection Policy**.

Pupil voice

7.10. Pupils are at the centre of our response. Wherever possible, the pupil's own understanding of what helps and what does not will be sought, listened to, and reflected in their plan. Pupils will be helped to develop their own self-regulation strategies and to identify their trusted adults, recognising that growing the skills to manage one's own mental health is part of preparing pupils for adulthood.

Safeguarding

7.11. All schools in the Trust recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection. Schools will consider whether a pupil's inappropriate behaviour may be linked to them suffering or being likely to suffer significant harm.

7.12. Where this may be the case, the school will follow its Safeguarding and Child Protection Policy, and consider whether pastoral support, Family Help support or a referral to children's social care is appropriate.

7.13. Please refer to the school's Safeguarding and Child Protection Policy for more information. The Policy can be found on the school's websites or by contacting the school.

8. Pupil Transition

Inducting incoming pupils

8.1. Each Trust school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the Relational Behaviour for Belonging Policy and the wider school culture supporting them to achieve a sense of belonging within their new school.

Preparing outgoing pupils for transition

8.2. To ensure a smooth transition to the next year, pupils at primary level have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

8.3. To support transition into our secondary schools, relevant staff will visit feeder primary schools to discuss pupils transitioning into them and any reasonable adjustments that may need to be considered to support a successful transition.

8.4. To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

9. Child on Child Abuse

9.1. The Trust recognises that children and young people can, and do, abuse other children and young people. In line with Keeping Children Safe in Education 2026 (Part 5), we use the term **child-on-child abuse** as the overarching category for any such behaviour, whether it occurs inside or outside school and whether or not it occurs online.

9.2. All Trust schools take a clear position that child-on-child abuse will never be tolerated, will never be dismissed as "banter," "part of growing up," "just having a laugh," or "boys being boys," and will never be passed off as normal sexual experimentation between peers. Schools adopt an **"it could happen here"** mindset: the absence of reports is not assumed to mean that abuse is not occurring, and schools actively monitor for under-reporting through pupil voice, incident data and review of reporting routes.

9.3. Child-on-child abuse may take many forms, including:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying – see the **Bullying** section of this policy.
- Sexual violence and sexual harassment, including online sexual harassment – see the **Zero-tolerance approach to sexual harassment and sexual violence** section.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos (the UKCIS term, in place of "sexting"), including the use of artificial intelligence to generate indecent or "deepfake" imagery of pupils or staff.
- Abuse within intimate partner relationships between children, including coercive, controlling, emotional, financial or physical abuse.
- Physical abuse such as hitting, kicking, shaking, biting or hair-pulling, including where this is facilitated, threatened or encouraged online.
- Causing someone to engage in sexual activity without consent.
- Up-skirting, an offence under the Voyeurism (Offences) Act 2019.
- Initiation/hazing-type violence and rituals.

Recognising, reporting and responding

9.4. Staff receive training, as part of the annual safeguarding induction and ongoing CPD, on the forms child-on-child abuse can take, the signs that may indicate it is occurring, and the procedures for reporting and responding. This includes recognition of **contextual safeguarding** risks, where harm may arise from peer relationships, the wider community, or online spaces.

9.5. Pupils are taught about healthy and respectful relationships, consent, and abuse through the PSHE and RSHE curriculum, and know who to speak to and how. Schools maintain multiple, accessible reporting routes and pupils are listened to, believed and supported when they disclose.

9.6. All concerns relating to child-on-child abuse are recorded on CPOMS without delay and reviewed by the DSL or deputy DSL, who will determine the appropriate response in line with the Trust's **Safeguarding and Child Protection Policy**. Schools always consider the safety, support and wellbeing needs of both the pupil who has experienced harm and the pupil who has caused harm, recognising that pupils who harm others have often themselves experienced harm or unmet need. This dual focus does not minimise the seriousness of the behaviour or the consequences that may follow; it reflects our relational, trauma-informed approach.

9.7. Where incidents involve nude or semi-nude imagery, schools follow the UKCIS guidance Sharing nudes and semi-nudes: advice for education settings. Staff will not view, copy, print, share, store or save the imagery, save in exceptional circumstances agreed with the DSL.

10. Bullying

10.1. 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 can happen face-to-face or online. Bullying is intentionally harmful and often occurs repeatedly over a period of time and is difficult to defend against.

10.2. It is essential to distinguish bullying from other disputes or disagreements among pupils where individuals may temporarily fall out with each other.

Bullying can include:

Type Of Bullying	Definition
Emotional	Excluding, tormenting, threatening and intimidating
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: All Protected Characteristics and Vulnerable Groups	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, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing, threats or intimidation
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)

10.3 Outlined below is our **Anti-Bullying Strategy** to detail the measures in place to prevent bullying within our schools.

Prevention

10.4 The Trust's aim is to build a community where bullying behaviour is unacceptable. This can be achieved by developing positive relationships which are underpinned by preventative strategies.

10.5 Effective preventative strategies must involve all members of a community building a culture where everyone feels safe, secure and nurtured so they achieve a sense of belonging. Adults should be aware of their responsibility to be role models for children and young people and should support others in the wider community to do the same.

10.6 It is essential that all schools within the Trust recognise that everyone matters and should be valued for who they are; differences are celebrated across all of our schools. Schools will be proactive in developing approaches to celebrate diversity, change attitudes and behaviour by promoting an ethos and culture of inclusion and belonging.

10.7 Understanding the impact of bullying behaviours on health and wellbeing and on learning and development will help the Trust take action to prevent and manage incidents. All Trust schools and communities will therefore take steps to ensure that:

- Regular staff training takes place to raise awareness and ensure that staff develop the skills to recognise, respond and act appropriately to tackle all types of bullying behaviour.
- Schools embed the use of the Trust Belonging Framework to support all children and adults in identifying and implementing their roles and responsibilities in helping our young people and communities achieve a sense of belonging.
- Teachers will plan opportunities through the curriculum to support young people to develop effective relationships, build resilience and skills for life. This will include developing self-awareness and awareness of others, responsibility taking and problem solving.
- Schools and learning communities will take action to ensure all children and young people are fully aware of the anti-bullying strategy and of the school Policy and guidelines.
- Proactive approaches, for example Restorative Approaches, may be used to support and develop a culture which aims to prevent incidents of bullying behaviour.
- There will be clear and effective communication about acceptable standards of behaviour for all which reinforce our values and aims in relation to anti-bullying.

10.8 Children and young people should know who to speak to, be confident they will be listened to and taken seriously and know that appropriate action will be taken in a timely manner.

How are schools and learning communities expected to respond to bullying behaviour?

10.9 When bullying behaviour does take place in any of the Trust's schools, staff need to respond appropriately by addressing the needs of children and young people who experience bullying behaviour as well as those who exhibit these behaviours. This should be carried out within a framework of respect, responsibility, resolution and support.

- Schools should follow Appendix E to ensure correct process
- Recognition should be given to the needs of all involved.

- Young people should be encouraged/enabled to speak up and speak out, either verbally or through the use of a 'worry box', peer supporter, circle time, circle of friends, mediation or other appropriate methods.
- In each school, pupils should know who to report any concerns to.
- Incidents of bullying behaviour, including cyberbullying, should be investigated promptly and thoroughly by an appropriate member of staff. All involved should be given the opportunity to talk and be listened to.
- Where appropriate, parents/carers will be involved to be reassured of action but will be discouraged from taking matters into their own hands.
- Feedback should be given to appropriate people.
- The psychological, emotional, social and physical effects of bullying behaviour should be considered.

10.10 Where bullying behaviour has taken place, this should be recorded appropriately in line with individual school systems. The recording of incidents of bullying behaviour is essential to allow schools and learning communities to monitor responses and the effectiveness of their practice. It can provide information on recurring patterns such as:

- Involvement of particular young people, staff, or other adults.
- Where and when bullying behaviour takes place.
- Identification of any aspects of discrimination or prejudice.
- The effectiveness of any action taken.

10.11 All aspects of bullying incidents should be dealt with in a way that develops mutual respect, individual responsibility, resolution and support. Staff must be confident that a resolution has been reached and bullying behaviour has stopped.

10.12 In order to achieve a satisfactory resolution, schools and learning communities may use a range of strategies such as:

- Small group work/team building activities.
- Peer mediation building on shared concerns.
- Reflection diaries.
- Supervision.
- Restorative approaches and/or other group intervention with learning mentors.
- Solution focussed approaches.
- Seek outside help/advice/involve other partners or agencies as required.
- Police involvement or engagement.
- Appropriate consequences should be considered as part of the resolution process, managed in line with the Trust's 4Rs restorative process.

10.13 All schools in the Trust will share information as appropriate and work jointly with other agencies to ensure a coordinated and cohesive approach for the benefit of all pupils.

Prejudice-Based and Discriminatory Bullying

10.14 Bullying of any kind that is deemed to be linked to discrimination against any of the protected characteristics can have a significant impact on a child's mental health and wellbeing and the Trust enforces a zero-tolerance policy towards any form of prejudice-based bullying. This includes, but is not limited to, bullying related to race, religion, culture, sexual identity, sexual orientation, gender, disabilities, care circumstances, social-economic status, appearance, or health conditions.

10.15 Acts of discrimination against protected characteristics that are found to be substantiated will be treated as a hate related incident or hate crime and this will trigger both further action with the relevant school's safeguarding team and reporting to both the local authority and/or report to the police via Trust Vision Report a hate crime - True Vision

10.16 The Trust works closely with members of their local authorities and key contacts from the Department of Education's Counter Terrorism Team to ensure that schools are kept up to date with relevant materials and resources to support pupils in stamping out hate-related incidents.

Strategies for Prevention

10.17 The Trust has developed key strategies to support the prevention of bullying within our schools:

10.18 **Education and awareness of rights through**:

- Raising awareness of bullying behaviour with staff through training.
- Teaching pupils about positive relationships via the school's PSHE curriculum.
- Teaching pupils how to resolve conflicts amicably.
- Teach through an anti-bullying programme/solution focussed resolution.

10.19 **Developing an inclusive and positive ethos in school through**:

- Encouraging tolerance and respect.
- An expectation of positive behaviour and personal responsibility.
- Creating a culture where bullying and discrimination is unacceptable.
- Encouraging peer support/mentoring programmes.
- Considering how pupils are grouped.
- Creating a culture of belonging where every pupil feels their voice can be heard

10.20 **Proactive information strategies and campaigns through:**

- Information technology.
- Visual media.
- Paper leaflets.
- Use of assemblies.
- Theme week.

10.21 **Enabling pupils to have a voice through:**

- Encouraging and supporting pupils to talk to an adult if they are being bullied or if they know bullying is happening.
- Ensuring pupils know who to talk to within the school.
- Talking about behaviours and their impact on others through restorative approaches, nurturing environments and health and wellbeing programmes.
- Building resilience in pupils through programmes and interventions.
- Class discussions/topic at assembly.
- 'Worry boxes' school 'tell us' emails or similar.
- Team building activities.
- Pupil Council/Senate or other pupil-led groups

10.22 **Police involvement or engagement**:

- Class discussion with community police officers or school's liaison officers.
- Information and/or advice.
- Discussion of consequences of bullying behaviour.

10.23 Please refer to the Trust's **Online Safety Policy** to read the measures to prevent cyberbullying. The Policy can be found on the Trust's and schools' websites or by contacting an individual school.

Restrictive interventions including the use of reasonable force

10.24 The welfare of pupils within our care and the welfare and protection of all staff who look after them is vital. In some situations, it may be necessary for staff to use restrictive interventions including the use of reasonable force to support pupils within their care. Reasonable force covers a range of interventions that involve physical contact with pupils. 'Reasonable' means 'using no more force than is needed.' As per Section 93 of the Education and Inspections Act 2006, all our Trust schools are trained to look after the pupils in their care and all members of staff have a legal power to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

10.25 This section should be read alongside the DfE's guidance 'Restrictive interventions, including use of reasonable force, in schools' (in force from 1 April 2026), which replaces the 2013 'Use of reasonable force' advice. The guidance places reasonable force within the wider category of restrictive interventions – physical restraint, non-physical restraint and seclusion – and requires schools to minimise their use through prevention, de-escalation and, for pupils whose needs are known, planned strategies agreed in advance and recorded in a positive behaviour or risk-reduction plan.

10.26 In line with the statutory recording and reporting duty, every significant incident involving the use of force, seclusion or non-physical restraint must be recorded and reported to the pupil's parents or carers as soon as reasonably practicable, and normally on the same day.

10.27 To meet this duty consistently across the Trust, staff must complete the Trust's restrictive intervention recording document for every significant incident and upload it to CPOMS. This enables each school to track when and how restrictive interventions are used, to capture the pupil's relevant needs (including any SEND), the rationale for the intervention, any injuries and the post-incident support provided, and to record all communication with parents and carers. Patterns of use will be monitored by school leaders and reported through the Trust's behaviour data (see 'Monitoring of Behaviour Data').

10.28 For further details around the use of restrictive interventions, please see the school specific version of our Trust policy on The Use of Restrictive Interventions including Reasonable Force.

10.29 **Confiscation, screening and searching.**

10.30 Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

10.31 Any prohibited items (listed in Appendix A) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil but may be returned to parents/carers. Pupils are expected to hand over prohibited items if requested to by a member of staff.

10.32 Staff in Trust schools will also confiscate any item that is harmful or detrimental to the school's 'Behaviour for Belonging' culture. These items may be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

10.33 Searches will only be carried out by Headteachers and staff authorised by the headteacher to do so.

10.34 Subject to the exception below, schools will ensure that there will be another member of staff present as a witness to the search.

10.35 An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

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

10.36 When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept on the pupil's CPOMS or Arbor log.

10.37 If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

10.38 A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

10.39 An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

- Before carrying out a search the authorised member of staff will:
- Assess whether there is an urgent need for a search.
- Assess whether not doing the search would put other pupils or staff at risk.

- Consider whether the search would pose a safeguarding risk to the pupil.

10.40 **Explaining to the pupil why they are being searched**

- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”.
- Explain how and where the search will be carried out.
- Give the pupil the opportunity to ask questions.
- Seek the pupil’s co-operation.

10.41 If the pupil refuses to agree to a search, the member of staff can consider an appropriate consequence.

10.42 If they still refuse to co-operate, the member of staff will contact the select appropriate member of staff (e.g., headteacher/designated safeguarding lead (or deputy) /pastoral lead), to try to determine why the pupil is refusing to comply.

10.43 The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

10.44 The authorised member of staff can use reasonable force to search for any prohibited items identified in Appendix A, but not to search for items that are only identified in the school rules.

10.45 The authorised member of staff may use a metal detector to assist with the search.

10.46 An authorised member of staff may search a pupil’s outer clothing, pockets, possessions or locker. ‘Outer clothing’ includes:

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

Searching pupils’ possessions

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

- Lockers
- Bags

10.48 A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (See Appendix A) and items identified in the school rules.

10.49 An authorised member of staff can search a pupil’s possessions when the pupil and another member of staff are present.

10.50 If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item (listed in Appendix A).
- If they believe that a search has revealed a safeguarding risk

10.52 All searches for prohibited items (listed in Appendix A), including incidents where no items were found, will be recorded on the pupils CPOMS/Arbor log.

Informing parents/carers

10.53 Staff will inform Parents/carers, where reasonably possible, of any search for a prohibited item (listed in Appendix A) and must inform parents/carers if something is found. If something is found, a member of staff will tell the parents/carers as soon as is reasonably practicable:

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

Support after a search

10.54 Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

10.55 If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, a Family Help intervention or a referral to children's social care is appropriate.

Strip searches.

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

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

10.58 Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

10.59 Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

10.60 Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least one of the pupil's parents/carers to inform them that the police are going to strip search the pupil and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school cannot get in touch with the parents/carers, or they are not able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

10.61 The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Who will be present

10.62 For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

10.63 One of these must be the appropriate adult, except if:

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

10.64 If this is the case, a record will be made of the pupil's decision, and it will be signed by the appropriate adult.

10.65 No more than two people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

10.66 The appropriate adult will:

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

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

Care after a strip search

10.68 After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

10.69 As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

10.70 Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, a family help intervention or a referral to children's social care is appropriate.

10.71 Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Off-site inappropriate behaviour

10.72 There may be a need to deliver a consequence where a pupil has misbehaved off-site when representing the school. This means inappropriate behaviour 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 a Trust school.

10.73 This rule may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the inappropriate behaviour:

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

Online inappropriate behaviour

10.74 Trust schools Consider the delivery of consequences as part of our behavioural approach to pupils for online inappropriate behaviour 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.

10.75 The delivery of consequences will only be on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Suspected criminal behaviour

10.76 If a pupil is suspected of criminal behaviour, schools in our Trust will make an initial assessment of whether to report the incident to the police.

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

10.78 If a decision is made to report the matter to the police, the [headteacher / member of the senior leadership team / pastoral lead] will make the report.

10.79 The school will not interfere with any police action taken and will always take police advice on next steps. The school may continue to follow its own investigation procedure and behaviour processes, providing it does not conflict with police action.

10.80 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.

Zero-tolerance approach to sexual harassment and sexual violence

10.81 All Trust schools will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

10.82 Pupils will be encouraged to report anything that makes them uncomfortable, no matter how minor they feel it might be.

10.83 The school's response will be:

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

10.84 All schools have 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 family help.
- Refer to children's social care.
- Report to the police.

10.85 Please refer to the school's **Safeguarding and Child Protection Policy** for more information. The Policy can be found on the school's websites or by contacting the school.

Malicious allegations

10.86 Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, all schools within the Trust will deal with the incident in line with this policy.

10.87 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, each school will consider steps to take in accordance with this policy.

10.88 In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, each 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.

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

10.90 Please refer to the school's Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other pupils. The Policy can be found on the school's websites or by contacting the school.

11. Specific behaviour consequences

Detention

11.1 Pupils can be issued with detentions during breaks, lunchtimes or after school during term time.

11.2 Each Trust school will decide whether it is necessary to inform the pupil's parents/carers.

11.3 When imposing a detention, each school will consider whether doing so would:

- Compromise the pupil's safety.
- Conflict with a medical appointment.
- Prevent the pupil from getting home safely.
- Interrupt the pupil's caring responsibilities.

11.4 Detentions should always be given in line with the 4Rs approach so that the delivery is not seen as punitive. There must be a chance for a restorative conversation for the pupils to understand why the consequence of a detention has been delivered and what they can learn from it.

Removal from classrooms

11.5 In response to serious or persistent breaches of this policy, schools may remove the pupil from the classroom for a period of time.

11.6 Pupils who have been removed will continue to receive education under supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum

11.7 Removal should only be used once other behavioural strategies have been tried and if it is perceived to be in the best interests or both the pupil themselves and the rest of the class. The 'Behaviour for Belonging' 4Rs process should be followed to ensure that it is communicated to the pupil why they are being removed and to understand if there are any barriers preventing them from engaging appropriately within the classroom.

11.8 In exceptions, staff will remove pupils from the classroom without trying other strategies if the behaviour is so extreme as to warrant immediate removal for the safety of all.

11.9 Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive.
- Maintain the safety of all pupils.
- Allow the pupil displaying inappropriate behaviours to continue their learning in a supported environment.
- Allow the pupil displaying inappropriate behaviours to regulate in a safe space.

11.10 Pupils who have been removed from the classroom will be supervised by a member of staff.

11.11 Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

11.12 Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help the pupils successfully reintegrate into the classroom and meet the expected standards of positive behaviour.

11.13 Parents/carers will be informed on the same day that their child has been removed from the classroom to a supervised place.

11.14 Each school will consider an alternative approach to behaviour support for pupils who are frequently removed from class, such as:

- Meetings with members of the team who support pupils in the school
- Use of support staff for purposeful interventions
- Short-term behaviour report cards to monitor strategies for support in place
- Referral to the Trust Inclusion Panel for discussion with Inclusion team
- Long-term behaviour plans
- Pupil support units/nurture hubs (for those schools with this provision)
- Multi-agency Assessment
- Pupil Planning Meetings

11.15 Staff will record all incidents of removal from the classroom, along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

12. Suspension and permanent exclusion

12.1 All Trust schools can use suspension and permanent exclusion as a last resort in response to serious incidents or in response to persistent challenging behaviour which has not improved following in-school consequences and interventions.

12.2 The decision to suspend will be made by the Headteacher. The decision to exclude will be made by the Headteacher after discussions with the Trust Executive Team and only as a last resort. There must be clear evidence of school's using the Trust Exclusion Checklist (available on request) to ensure that all aspects have been considered before forming a decision.

12.3 Decisions to suspend or permanently exclude are taken in line with the DfE's statutory guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (in force from 26 July 2026). The processes for directing a pupil off-site to alternative provision, managed moves, the separation of pupils for safeguarding purposes, and the role of the Suspension/Permanent Exclusion Review Committee are set out in full in the Trust's Suspensions and Permanent Exclusions Policy.

12.4 Please refer to the Trust's Suspension and Permanent Exclusions Policy for more information. The Policy can be found on the Trust's and schools' websites or by contacting an individual school.

13. Training

13.1. As part of their induction process, Trust staff are provided with regular training on managing behaviour, including training on:

- The Trust's Relational Behaviour for Belonging Policy and emotion coaching strategies to support implementation.
- Use of CPOMS/Arbor (or whatever system is used to record behaviour logs)
- The Trust's Anti-Bullying Strategy (included within this policy)
- Where appropriate, the proper use of restrictive intervention (e.g. Team Teach and NAPPI)
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviours displayed.
- The use of the Trust Belonging Framework to support a graduated response

13.2. Behaviour support will also form part of continuing professional development.

14. Monitoring of Behaviour Data

14.1. Each Trust school will collect data on the following:

- Behavioural incidents, including removal from the classroom.
- Attendance, permanent exclusions and suspensions.
- Incidents requiring the use of reasonable force or physical intervention
- Use of pupil support units, internal alternative provision and off-site provision.
- Incidents of searching, screening and confiscation.
- Perceptions and experiences of the school behaviour culture for staff, pupils, Local Committee Members, Directors and other stakeholders (via anonymous surveys).

14.2. The data will be analysed regularly by the behaviour lead and the Headteacher. This data should be shared termly with the Local Committee Board and at Trust level to inform further CPD and support opportunities.

14.3. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

14.4. Each school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, our schools will review its policies to tackle them.

14.5. The Trust will work with its schools to consider this data, and whether there are patterns across the Trust, recognising that numbers in any one school are often too low to allow for meaningful statistical analysis.

15. Linked Policies

15.1. Suspension, Permanent Exclusions, Off-site Direction and Managed Moves Policy
15.2. Safeguarding and Child Protection Policy
15.3. Online Safety Policy
15.4. Mobile Phone Policy
15.5. Use of Restrictive Interventions Policy

Appendix A - Definitions

Inappropriate behaviour:
This is defined as the breach of the rights for all pupils to be taught in a positive learning environment whilst feeling safe and secure.
This is also extended to the right for all staff to be able to teach in an environment that is safe and secure.

Examples of breaches:

- Unkindness towards other pupils
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude/refusal to follow instructions
- Disrespectful behaviour
- Inappropriate behaviour on the way to/from school
- Anti-social behaviour out of school
- Incorrect uniform.

Serious inappropriate behaviour:
Cases of serious inappropriate behaviour will never be tolerated in schools. Each case will be considered to understand appropriate steps to safeguard all individuals involved whilst helping pupils learn from their mistakes. In extreme cases this may result in permanent exclusion of a pupil although this must always be a last resort.

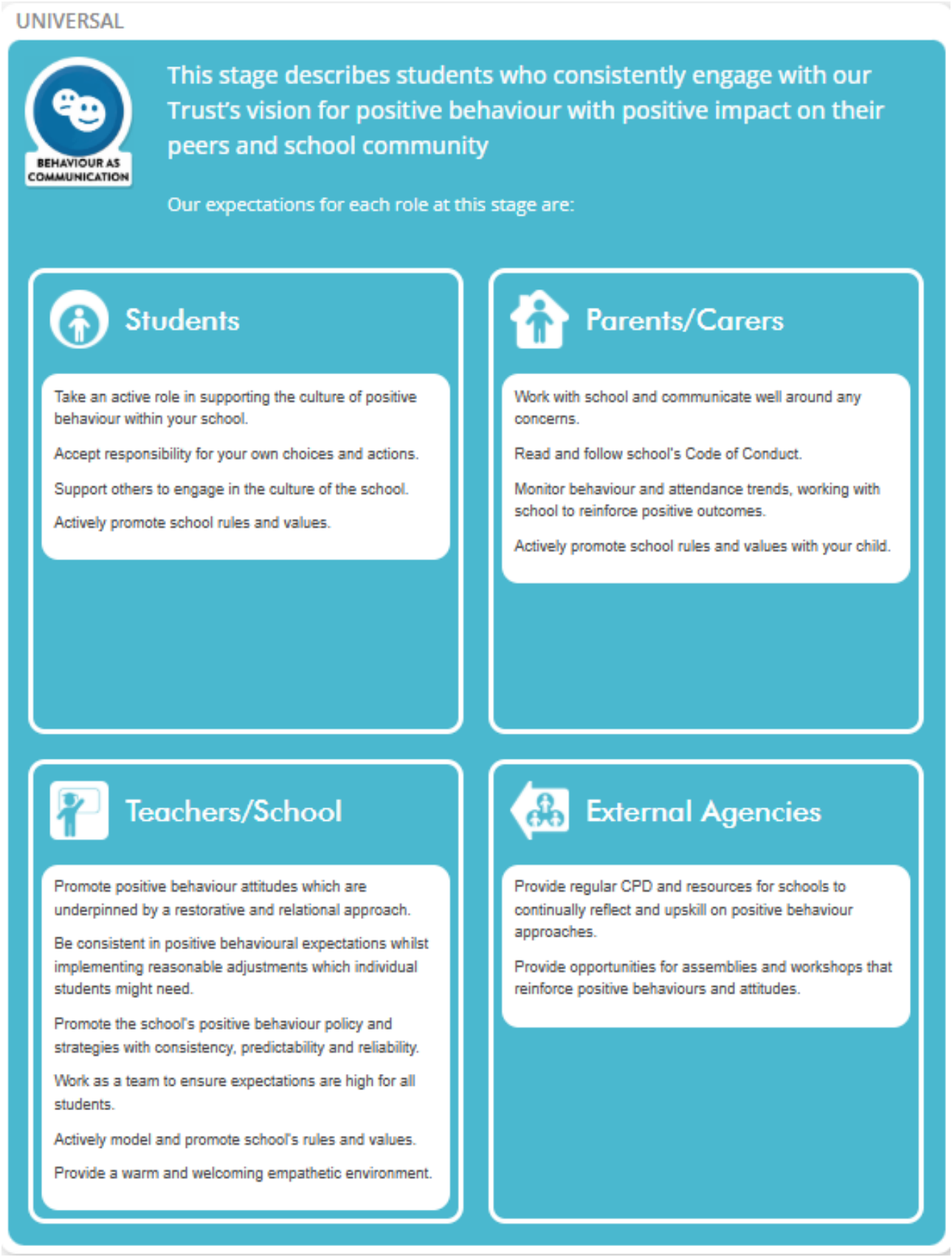
Examples:

- Repeated breaches of the school rules.
- Persistent disruptive behaviour
- Truancy from lessons
- Alcohol and drug related issues
- Offensive conduct towards members of staff
- Any form of bullying
- Challenging behaviour in examinations
- Improper use of AI technology for image generation involving unauthorised use of pupil or staff photographs.
- 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.
    - Sexual jokes or taunting.
    - Physical behaviour such as interfering with clothes.
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism
- Theft
- Fighting
- Smoking
- Vaping
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:
    - Controlled substances
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Any smoking paraphernalia
    - Any vaping paraphernalia
    - E-cigarettes or vapes
    - Fireworks
    - Pornographic images
    - Mobile Phones
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Appendix B - The Belonging Framework

Appendix C – Graduated approach to roles and responsibilities for supporting behaviour through The Belonging Framework



MONITORING

Students usually engage with our Trust's vision for positive behaviour but are beginning to make some choices which are negatively impacting on their commitment and attitude to learning.

Our expectations for each role at this stage are:

Students

Be able to recognise poor choices made and engage in discussions around improving actions.

Identify with key staff so that restorative conversations and subsequent relational repair work can have impact.

Work with and communicate with staff to increase their understanding of your needs, building positive relationships and through them improving your attitude to school and adopting a more positive approach to school life.

Parents/Carers

Work closely with school to support an improvement in behaviour and identify and reasons behind any negative actions.

Share concerns with school and be open to sharing concerns outside of school which might impact behaviours within school.

Work with school as a team to provide a consistent approach for your child.

Teachers/School

Ensure staff receive CPD around positive behaviour support approaches to be able to facilitate effective restorative conversations promoting positive relationships.

Prioritise celebrating positive behaviour across all students.

Allocate time to building strong relationships.

Maintain strong communication with families.

Provide a warm and welcoming compassionate environment.

External Agencies

Ensure up to date advice is shared around localised behaviour concerns or emerging trends so that schools can provide targeted assemblies/workshops for students.

Provide CPD around different behaviour approaches to ensure strong skillset within schools.

TARGETED

Students are frequently demonstrating behaviours that go against our Trust's vision for positive behaviour and are causing significant impact to their engagement and attitude to learning of themselves and others.

Our expectations for each role at this stage are:

Students

Engage with suggested interventions to work on developing a more positive outlook at school.

Work with staff to develop a positive action plan to improve your behaviour.

Actively engage with support provided to improve engagement with learning, the wider school life and achieve a better sense of belonging.

Parents/Carers

Take an active role in helping your child accept responsibility for their actions.

Work with school openly and honestly in order to identify any underlying issues causing distressed behaviour or behaviour which challenges.

Attend regular meetings when needed to work collaboratively with school on any positive behaviour support/relational support plans and interventions.

Teachers/School

Maintain strong relations with families to support all students.

Celebrate small steps of success and ensure concrete and specific praise is given where needed.

Ensure all staff are aware of reasonable adaptations needed and any external factors which might trigger distressed behaviours.

Develop positive behaviour support or relational support plans which are shared with all staff involved with key students.

Consider referrals for assessments or external advice.

External Agencies

Take an active part in a multi-agency approach to improve behavioural outcomes.

Offer outreach support to schools with advice and resources around improving behaviour and engagement in school life.

Work with schools to consider more targeted interventions for support.

SPECIALIST

Students who are displaying distressed behaviours that could pose risk to themselves and others resulting in risk to their inclusion and belonging within our schools.

Our expectations for each role at this stage are:

Students

Accept the help of school and external agencies in order to improve your outcomes at school or other provisions.

Take an active part in developing your positive behaviour support/relational support plan.

Engage in more specialised interventions in school or with external agencies to identify the barriers preventing you from engaging positively in school.

Parents/Carers

Continue to work with schools to provide a consistent team for your child and try to uncover underlying reasons for any distressed behaviour.

Actively engage with any external agencies involved.

Consent to possible external support such as alternative provision and shared placements for more specialist intervention.

Teachers/School

Key staff such as behaviour lead, sendco, heads of year and pastoral team to devise a more specialist positive behaviour support/relational support plan for more intensive support.

Actively engage with external agencies to draw on specialist advice whilst awaiting assessments.

Follow strategies suggested from external advice such as from an EP, Advisory Teachers, Outreach.

Consider all characteristics of belonging to implement bespoke support.

External Agencies

Provide specific assessments to determine underlying reasons for distressed behaviour (EP assessments looking at attachment/learning needs/environmental etc).

Work closely with the school to develop more specialised interventions such as dual placements and short-term alternative provision.

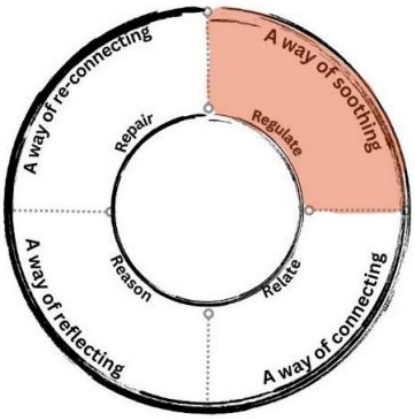
Offer more intensive training and consultation to schools.

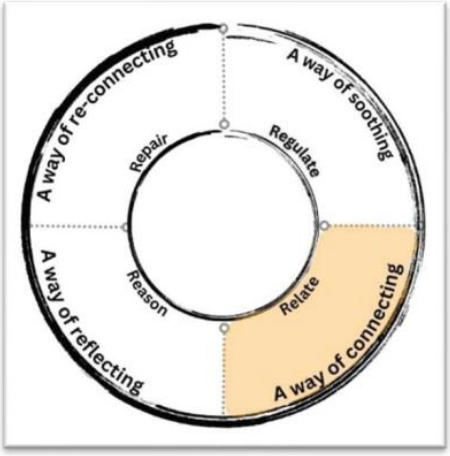
More specialist assessments and services for students with complex needs.

Appendix D – The 4 Rs Relational Behaviour for Belonging Approach guidance

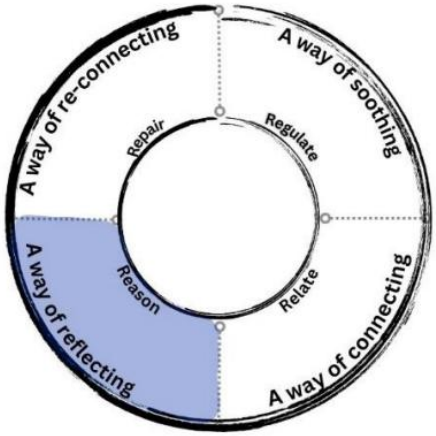
The 3-18 Education Trust 4Rs Relational Behaviour for Belonging Approach Guidance

Regulate: Ensure that a child has been given the space, time and key adult support to regulate their fight/flight/freeze responses before attempting restorative conversations and supporting them to discuss their behaviour. This may involve 'time in' with a child and grounding or coregulation strategies. Links to steps 1 and 2 of Emotion Coaching principles.

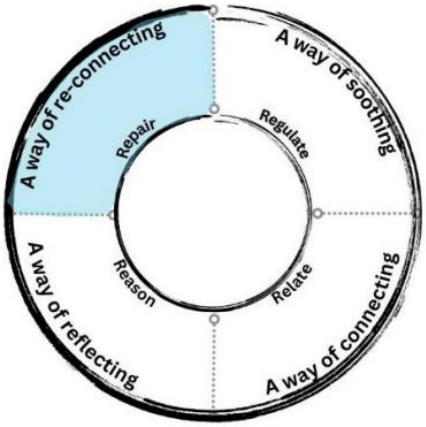




Relate: Maintain connection with the child through a emotionally attuned and sensitive relationship e.g. use unconditional positive regard, separate the child from the behaviour, PACE, emotion coaching and positive language to connect with pupils, phrases such as "I can imagine why you're frustrated… I'd be feeling frustrated too if….." Links to steps 1 and 2 of Emotion Coaching principles.



Reason: Once a pupil is calm and able to reason, learn and reflect, work through restorative conversations regarding their actions and seek solutions together on how they might be able to move forward; this is the time when high challenge is also provided, helping pupils to understand there are always consequences for our actions and taking responsibility is part of the process. Links to step 3 of Emotion Coaching principles.



Repair: Relationships must always be repaired, both between the pupil and the adult/ other pupils. It's vital that pupils have a voice in what this repair looks like and how it will help e.g. restorative approaches, so that they learn to use effective strategies to support more positive behaviour choices moving forward for themselves and the school community. Links to step 4 of Emotion Coaching principles.

Based on the principles by Dr Bruce Perry and Louise Michelle Bombér

Appendix E: Response to an Allegation of Bullying

Initial Allegation or Discovery of Bullying

Step 1: Allegation Received

- **Action:** Ensure the allegation is reported to a designated staff member (e.g. behaviour lead, DSL, welfare team).
- **Support:** Document all allegations in CPOMS promptly while maintaining the appropriate level of confidentiality.
- **Review:** If potentially substantiated, move to the next stage. If unsubstantiated, ensure action to support those involved with learning opportunities.

Immediate Safety Assessment

Step 2: Ensure Immediate Safety of Victim

- **Action:** Ensure pupils' immediate safety by assessing and addressing any risk or distress.
- **Support:** In the event of an immediate threat, take appropriate action to separate the individuals involved.
- **Review:** Ensure clear plan in place to support all involved whilst investigation continues and that all key adults are aware.

Investigating the Allegation

Step 3: Gather Information

- **Action:** Assigned staff gather information to investigate from all parties involved including any possible witnesses.
- **Support:** Ensure school policies and procedures are followed to protect all parties, documenting all responses on cpoms files.
- **Review:** Ensure all possible evidence is gathered (witness statements, CCTV, etc.) to be able to assess severity of incidents.

Determine Severity

Step 4: Assess the Nature/Validity of Bullying (repeated, ongoing persistent behaviours)

- **Action:** Assess the incident using evidence to determine severity, frequency, and type (physical, verbal, cyberbullying, etc.).
- **Support:** Consider school policies and DfE definitions of bullying to distinguish between one-off conflicts and bullying when reviewing evidence.
- **Review:** Assess whether the incident constitutes bullying and proceed with the appropriate measures.

Allegations of a criminal nature

Take Disciplinary Action

Step 5: Apply Appropriate Consequences

- **Action:** Based on findings, determine appropriate consequences to the pupil who caused harm (detentions, suspensions, restorative practices, interventions, etc.).
- **Support:** Ensure that the pupil who caused harm is involved in the discussion around consequences so that they can take responsibility and learn.
- **Review:** Consider next steps for both pupils who received harm and pupils who caused harm in terms of support and intervention.

Notify Stakeholders

Step 6: Notify Relevant Adults

- **Action:** Inform the responsible adults of all parties about the incident whilst retaining confidentiality and offering reassurances.
- **Support:** Consider support for adults involved and signposting needed.
- **Review:** Ensure all communication is recorded on all parties' CPOMS logs.

Follow-up and Support

Step 7: Provide Ongoing Support

- **Action:** Offer targeted support to all parties involved (counselling, monitoring, behaviour support plans, interventions, family help etc.).
- **Support:** Consider learning opportunities and interventions to repair relationships where possible to reduce the likelihood of further incidents.
- **Review:** Consider next steps for continued support and ensure plans in place for all.

Documentation and Reporting

Step 8: Document and Monitor

- **Action:** Ensure clear chronology of events with actions taken (including rationale where needed) are recorded for all involved
- **Support:** Consider use of Trust serious case review template for lessons learned opportunities.
- **Review:** Outline any future practices or adaptations to risk assessments needed to further tighten systems and processes within school.

Escalation

Step 9: Escalate if Necessary

- **Action:** If the bullying continues or there is dissatisfaction with the response, escalate the issue (Headteacher, Trust Inclusion Director) and refer to the Complaints Policy for parents/carers when necessary.
- **Support:** Share the Trust's complaints policy and stages with necessary parties.
- **Review:** Ensure all information needed is shared with relevant senior parties if escalation instigated.