LITCHAM SCHOOL

Relationships and Behaviour Policy

Approved by: B. Phillips		**Date:** September 2026	
Last reviewed on:	July 2026		
Next review due by:	July 2028		

synergy
MULTI-ACADEMY TRUST

Principles and approach:

The principle which underpins our aims, objectives, policies and practices is a belief in the worth and potential of each individual student, regardless of that student's age, abilities, social and ethnic background, religion, sexual orientation or gender. Each student is entitled to equal regard which will manifest in quality first teaching, resources and care as is accorded to any other student in the school based on their identified individual needs.

We aim to promote positive mental health and well-being for every member of our learning community. We pursue this aim by adopting a pro-active approach to building strong relationships. We will always strive to understand behaviour that is not in line with our expectations, its underlying causes and support students and their families in addressing this. When addressing behaviour, we strive to do this in a fair, consistent manner to support students to learn from mistakes. We encourage students to take responsibility: educational consequences, which complement our restorative approach, are an important part of the learning process and helps prepares students for their futures. We use positive narration to identify and highlight our students that do regularly meet and exceed our expectations.

Policy Development:

This policy was formulated in consultation with the whole school community with input from:

- Members of staff through feedback meetings and survey
- Feedback from Students/Young people
- Trust Policy Statement for behaviour

This policy is available:

- Online through the school website
- From the school office
- Key elements of policy are displayed around the school
- Assembly and form time reminders through our 'Reset' communication shared after each holiday

Legislation, statutory requirements and statutory guidance:

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010

- Keeping Children Safe in Education 2026
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Statutory guidance for maintained schools, academies and pupil referral units in England (July 2026)
- Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England, (April 2026)
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Mobile Phones in School

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online
- 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 explaining that academies should publish their behaviour policy and anti-bullying strategy
- This policy complies with our funding agreement and articles of association.

Introduction:

At Litcham School, the Governing Body, Headteacher, Leadership team and all staff are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils.

We are Trauma Informed and strive for the best relational practice.

Aims and Objectives:

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all pupils are treated fairly, shown respect and to promote strong relationships.
- To help pupils self-regulate and be responsible for their own behaviour.
- To build a community which values kindness, care, discipline, respect and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour, effort and achievement is celebrated and recognised
- Promote a culture where students see positive behaviour, sustained effort, and high aspirations as both valuable and socially desirable.
- To reduce suspensions and increase inclusion.

Our Relational Approach:

- Excellent student/teacher relationships
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- Students greeted by the teacher at the start of every lesson. At the Primary Phase, at the start of the day and beginning of the afternoon.
- A consistent and rigorous approach to the behaviour system.
- School rewards include achievement points. These acknowledge positive behaviour as well as achievement and effort. At the Primary Phase, pupils work together as a class to earn a chosen reward.
- Staff are encouraged to use restorative meetings where appropriate
- Consequences rather than punishments, which can include educational interventions
- Scripts are encouraged to ensure consistency and disempower negative behaviour, as well as support deescalation techniques.
- Ongoing CPD: Trauma training, Norfolk 'Step On' training. Staff receive guidance and training to support a relational approach

Roles and responsibilities:

The Headteacher has overall responsibility for the policy and its implementation and liaising with the Governing Body, parents, carers, the Local Authority and outside agencies. The Senior Leader's for behaviour and safeguarding have the following responsibilities:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy
- Monitoring and assessing the policy's effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing behavioural incidents in conjunction with the Pastoral and safeguarding team/s
- Managing the reporting and recording of behavioural incidents
- Assessing and co-ordinating training and support for staff and parents/carers where appropriate.
- Co-ordinating whole-school strategies to ensure that our approach is consistent

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly on Arbor
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy, including wearing the correct uniform
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Tutor and relevant class teachers promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture
- Model respectful communication in verbal and written correspondence with the school

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they do not meet the standards
- Students will take responsibility and ownership if they make a mistake: they will learn from mistakes with support from staff and family
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated intervention sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture. Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Extra support and induction will be provided for pupils who are mid-phase arrivals.

The Role of the Pastoral Support Team:

The Pastoral Support Team are based in Rm 7. They manage Rm 37 and organise students that are in internal exclusion or have been removed from the classroom.

- PE kit issues/uniform issues (e.g. retainers for piercings)
- Incidents that have occurred in school
- Feeling overwhelmed and mental health issues
- Contacting home
- Arranging DAS
- Running friendship club
- Running Young Carer's club
- Co-ordinating work for students in Rm 37
- Liaising with staff, parents and children regarding any school concerns.

Responding to Positive Behaviour:

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

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

Positive behaviour will be rewarded with:

- Verbal praise
- Achievement points recognising effort, progress and attainment in school
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special celebration assemblies at the end of each term
- Positions of responsibility and Leadership, such as Prefect status or being entrusted with a particular decision or project
- Star of the week: for going 'above and beyond'
- Litcham Legends visual board
- Breakfast with the Head Teacher
- Whole-class or year group rewards, such as a popular activity
- Special events

Rewards:

Rewards form a key strategy to improve and maintain Attitude to Learning. Rewards must be consistently applied across the school and should recognise:

- Positive Attitudes towards Learning (ATL)
- High quality work
- High quality homework
- Contribution to the school
- Participation in school activities
- Positive acts of citizenship
- Enriching our community

Positive Achievement points:

- Awarded for criteria outlined above only. They are not to be used to reward expected behaviour.
- Pupils to receive certificates for Achievement Points. Families also informed through Arbor.
- Achievement point totals are recorded weekly in tutor groups (Not at Primary) and are sent home at the end of the week via Arbor notification for families to review
- Termly positives for tutor groups announced in assemblies (Achievement point certificates awarded in celebration assemblies)
- Postcards: for kindness, effort, attitude to learning (ATL) and achievement
- Department, Heads of Year or class teacher postcards to be sent home for outstanding achievement. This should be a minimum of three per class per half term.
- Special Award: Star of the week

Attitude to Learning (ATL):

- Recorded half-termly and forwarded to parents through Arbor
- Subject awards, one per year group
- Student Manager awards, one per year group
- Class Rewards - stickers and prizes

Rewards at the Primary Phase:

- Pupils collect pom poms throughout the week. When their jar is full, they have their pre-selected whole class reward
- Golden Time
- Name in the Golden book
- Litcham Legends
- Litcham Lion for attendance (extra play time)
- Postcards sent home
- Headteacher's Award – certificate and badge
- Whole Primary phase weekly celebration assembly

READY	RESPECTFUL	SAFE
<u>Uniform*</u> • Dress Smartly: Correct school uniform should be worn at all times. • Coats and non-school clothing should not be worn inside the School. • Jewellery should be limited to a watch, and two pairs of stud earrings. No facial piercings allowed. • Shoes must be black, leather or leather imitation. Trainers, including Air Force Ones, are not allowed. *Further details are outlined in our Uniform Policy <u>Correct Equipment</u> • Bring a pen, pencil, ruler and other subject specific equipment. • Bring your school planner every day. • Fill water bottles at break and lunchtime <u>Punctual to all Lessons</u> • Registration starts at 8.55. Be on time to tutor period and every lesson. • Line up outside the classroom at the start of each lesson.	<u>Communication</u> • If you need support, then ask. If something is troubling you, then tell us. • Follow staff instructions. First time, every time. • Check your school email: ensure email communication is appropriate <u>Politeness</u> • Show respect to staff and other students. • Say "Please" and "thank you" • Inappropriate or offensive language is not tolerated. <u>Positive Attitude</u> • Participate in all lessons. • Try your best <u>The School Environment</u> • Put rubbish in the bins • Students may eat food in the canteen and outside. No eating in classrooms. • No eating in the corridor. • Report any issues or concerns to a member of staff.	<u>Start and End of Lessons</u> • Enter the classroom calmly and quietly, stand behind your chair complete the 'do now' task. • At the end of each lesson wait for instructions. • When dismissed, leave the classroom in a calm and orderly manner at the instruction of the teacher <u>In the Corridor</u> • Move around the school safely, quietly and sensibly. • Keep to the left in corridors and up and down stairs using the one way system. <u>In Lessons</u> • Listen carefully to staff safety instructions. • Some lessons will require safety equipment and clothing (e.g., Science and DT) <u>Devices Policy</u> • If staff hear or see a mobile phone out or in pockets/on the person of a student, it will be confiscated. Mobile devises must be off and away in bags.

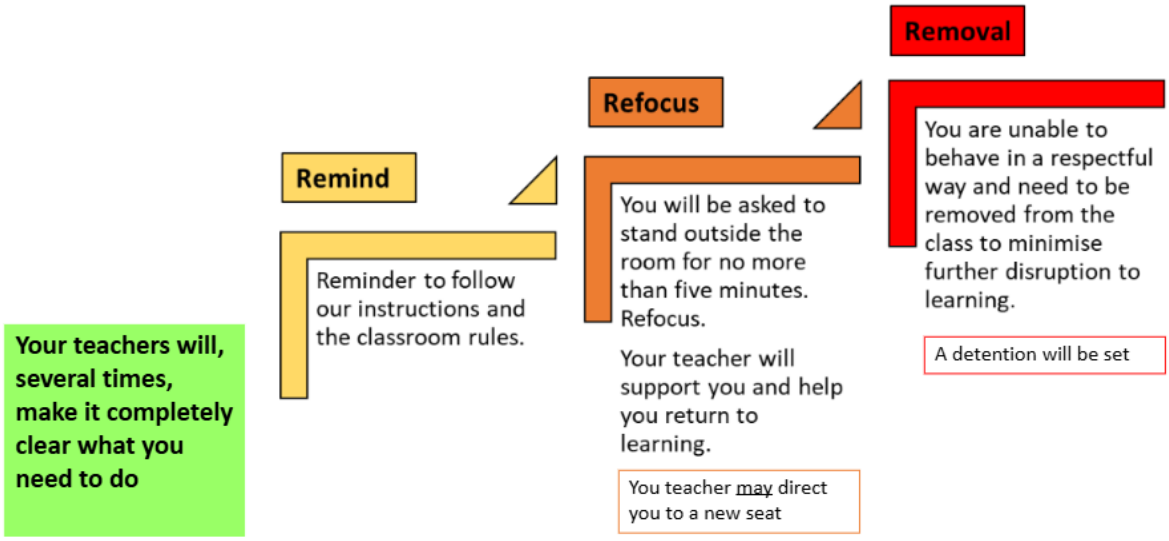
• Go to the toilet at break and lunchtimes		

Our Stepped Approach to Negative Classroom Behaviour: (Secondary Phase)

Positive behaviour and active engagement are essential for effective learning. Poor behaviour or a lack of engagement can prevent the individual and others from learning effectively and limit teachers' ability to support all students. All students are therefore expected to contribute positively to the learning environment, and behaviour that disrupts learning will be addressed consistently and fairly whilst maintaining our restorative approach.

There may instances where a student is removed without following our stepped approach where a staff member identifies behaviours as dangerous, unsafe of extreme. Some example include (but are not limited to): throwing items, physical altercations or verbal abuse.

Learning without disruption at Litcham:



All pupils to hear friendly and enthusiastic **greeting.** Then, lots of **generalised and specific positive narration** at the start of lesson and during **any transition point** within the lesson to **describe, reiterate and amplify the expected behaviours**. This can include positive encouragement to students. For example: 'Let's ensure we all have our shirts tucked in, thank you.' Or 'We should all be completing our do now task, thank you'.

1. **REMIND**- '*This is a reminder that I need you to… '* remind them of the expectations and thank them for following your instructions. Staff **use the word 'reminder' and indicate the student is on the first behaviour step.** Staff describe the desired primary behaviour.

2. **REFOCUS**- if the reminder and further positive encouragement does not result in improved behaviour, the pupil will be asked to step outside the lesson for no more than 5 minutes. Staff will communicate clear instructions/warning to help students to refocus in a restorative and optimistic manner, explaining what is required: *'This is our opportunity to reset and refocus: you need to ..... please. Do you want to ask anything about what you should be doing? Can I offer you more help or explanation?*' Staff may use this opportunity to deploy other strategies such as adapting the seating plan to prevent behaviours from escalating further. Staff will request a 2 minute restorative conversation at lunch time to secure understanding of desired primary behaviours in lesson going forward. (This warning will be logged on Arbor by the class teacher)

   Suggested Script – *'I need to see you doing the work, thank you.. I will need to talk to you at lunchtime for 2 minutes about the lesson today, so make sure you get here at the start of lunch as I really want to be quick on this and not take any more than a couple of minutes of your time – you are an able pupil and I really want you to succeed and a couple of minutes at lunch is when we can put this right – go back in and have a good rest of the lesson, and see you lunchtime for 2 minutes, thanks.'*

3. **REMOVAL** -The student is removed from the lesson using a consistent routine understood by teaching and Student Management Team staff. If pupil continues to behave poorly, the 'On Call Roaming' system will be used and the member of staff on call will remove the pupil for the rest of the lesson. Removal from the class will result in a detention, (This will be logged on Arbor by the class teacher). The teacher will be asked to attend the start of the detention for a brief restorative discussion, if appropriate. Pupil to be removed to either Rm 37, SLT office or an alternative classroom. If the pupil is calm and regulated, they will return to the next lesson that day. **Script:** Label the behaviour *'….you are shouting out. I need you to stand outside the classroom door, thank you.'* **Please note: a student will be removed immediately if behaviour is considered unsafe/dangerous aggressive or abusive.** (For example, if an item is thrown or abusive language is used).

After a Removal:

In Room 37/appropriate alternative location, students must complete a reflective task (which will be shared with their class teacher teaching them in the lesson they come from to enable further support) Students will then complete work, following the same curriculum as other students. (This will be provided from the class teacher or a bank of resources related to the topics being studied at that time)

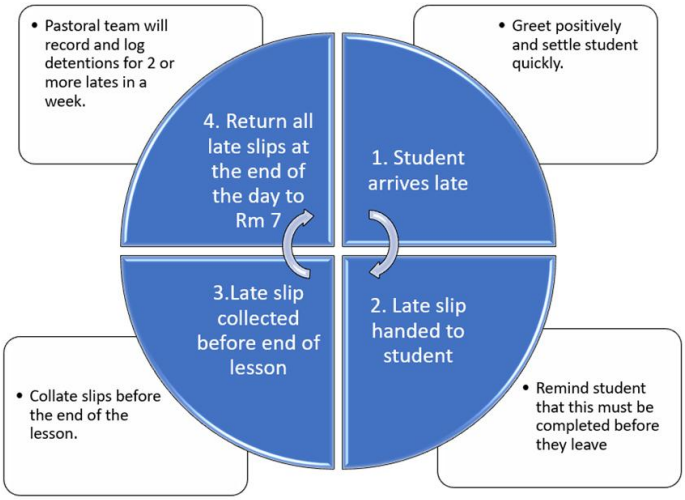
An Inclusive Policy:

Litcham Staff have regular training to ensure that the *Behaviour and Relationship* policy is applied in an inclusive, consistent manner. For our SEN pupils, the application of the policy takes into consideration

the needs of individual students, informed by SEND guidance and strategies. Staff create the opportunity for SEND pupils to regulate, and consider processing needs. High-quality teaching and predictable routines support this approach. Other strategies include: responding to early signs of dysregulation, using agreed visual, sensory movement breaks, or support from the SEND base. For students who require individualised SEND support, the SEND team will work with staff and the student to identify the best approach. **SEND adjustments are not an exemption from the school's behaviour expectations.** They are the support some students require in order to access learning, regulate successfully and meet those expectations.

Staff seek advice from the SENDCo (Stina Thorarinsson) and the SEND team where a student's behaviour indicates that existing adjustments or support strategies may need to be reviewed.

Students that are late:



Repeated sanctions received in a day/week:

2 x Refocus/ Step outside in a day	Students will recieve an educational consequence in isolation. This could include intevention with the pastoral team and time in Room 37. Rm 37/SLT office/Alternative classroom to be used for isolation.
3 'Step Outside's' or 'Removals' in a week	Time in Room 37: Alert sent to pastoral leaders. Work completed in Internal exclusion. Rm 37/SLT office/Alternative classroom to be used for isolation.
2 x Lates	Detention organised by Pastoral Admin

Refusal to attend Lunchtime detentions	Will result in an after school detention. Pastoral Team will contact families to arrange details of day

Examples of Scripted approaches to teach behaviour for Learning:

Start of the lesson	*"Good morning/afternoon ...."*, *"Good to see you, how was your weekend?"*. Set the tone of your lesson, make them feel welcomed and valued. Build rapport, describe expectations and narrate when you see it. *"so many of you with uniform spot on, great, just a few to go" "thank you for looking great with shirts tucked in, ready to learn"* *"Sit down quickly, equipment out and do the Do Now – we already have 4/5/6 doing it, thank you"*. *"Excellent ...., I can see that you've got your equipment out in front of you and that you're ready to learn"*. *"Nearly everyone in silence working well – just need a couple more and we're there"*. *"Only 2 mins since the bell and nearly everyone dressed properly, with equipment out, working in silence - brilliant"*
If a pupil is late	*"Hi ..... Come in, sit down and get your stuff out as quickly as you can, thank you. Quickly fill this slip in and then please get on with the Do Now.* *Do not ask them where they have been or why they are late – the slip will establish that and allow a fuss free start for that pupil without disturbing the group.
During the lesson	*"Eyes on me, ready to listen and learn"*. *"Well done ...., excellent focus"*. *"Fantastic answer .....! ....., can you add anything else"*. *If they ask to go to the toilet, ask them to give you a minute or two – "hang on, just give me a minute, just do a couple more minutes work and I'll come back to you – Ok to hold on for a couple of minutes?"* Then, a few minutes later - *"Can you hold on until break/lunch time? If not, here's the green lanyard and be quick"* *Use your professional judgement to decide. Record toilet visits on Arbor, so we can identify those asking to go every lesson.

The end of the lesson	*"Please pack away and stand behind your chairs in silence"*. Then use time to give positive messages. *"Well done ..... for following the instructions so promptly"*. *"Brilliant lesson today, let's recap what we have covered in class"*. *Finish lesson and pack up 3 mins before the bell, this will give you time for positive messages and to hand out the rewards. *"Lots of really hard work today thanks – well done – you really got through the work well and deserve real credit"*. *" You contributed an excellent answer, have an achievement point"*. *"I'm seeing a group really working well"* *Identify superstars and tell them why they are. *Give set messages – see below next section. Get them to leave in single file, *"Have a really good day everyone, great lesson*".
Movement around the school in between lesson instructions	*In the 3 mins before the end of the lesson, remind the pupils of the expectations regarding movement around the school. *"Move quickly and quietly to your next lesson. This is not a break. Do not go to the toilet or reception – reception is closed until break/lunch time.* *If you need the toilet ask your next teacher. If you need to go to reception, go at break or lunch time. Thank you"*. *They can go to the toilet at break and lunchtime. They MUST go straight to next lesson so they are not late.
Correcting uniform	*"All coats off and uniform correctly worn thanks" "Thanks for tucking your shirt in, thank you". "Thanks for looking smart with your uniform correct and shirts tucked in" "Thanks for rolling down your skirt to the right length". "Thanks for removing any surplus jewellery as per the uniform expectations" "I'm seeing lots of smartly dressed people – looks great"*

Educational Consequences, Reflection and Intervention:

We use the following:

Restorative Conversation - following a 'Refocus/Step outside' the classroom. Teacher led. Between 2-10 mins, at break or lunch. Walk and talk, stack books and talk, clean tables and talk. The 'Restorative Conversation' is so much easier and more productive if it is not two people sat at a table.

The Restorative 5: Designed to aid reflection

- What happened?
- What were you thinking at the time?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

These are questions for both the adult and the young person. The purpose of the restorative conversation is not to build to a climax of apology. Rather to get students to look in the mirror and see their behaviour from a different perspective. It is a coaching conversation using a recent incident in sharp focus. There is real learning here, most of the time for the students, sometimes for everyone.

Department Detentions
Departmental detentions are conducted in departments. Heads of Department will oversee/ supervise these detentions. A detention is typically implemented every time a student has not completed homework.

Centralised Detentions:

- Removal from lessons
- Multiple refocus/step outsides in a day/week
- The Pastoral Team and duty staff can issue detentions for offences during social time or in reaction to other unacceptable behaviours, at their discretion – this includes defiance/failure to follow instructions
- Centralised detentions are conducted by a member of SLT during lunch time

After School Senior Leadership Team Detentions: (DAS)

- Failure to successfully complete a Detention will result in a SLT detention which will take place after school for 1 hour. (DAS run on Wednesdays and Fridays). Contact will be made with home to inform parents/carers.
- Transport home after an after school detention is not the responsibility of school.

Internal Exclusion (IE):

- If a student is removed twice in one day an internal exclusion will be implemented, the same day or the following day.
- An internal exclusion may be implemented for other serious offences or a repeat number of lower-level offences (see tables below).
- Internal Exclusion will be logged on a students record and is managed by the Pastoral Student Managers.

Serious Breaches of Behaviour Policy:

Students who commit a serious breach will be triaged immediately without support steps. Please see our consequences grid below. These include: Fixed Term Exclusions (suspensions), Off-Site Direction and Permanent Exclusion.

Suspensions / Permanent Exclusions:
In the case of serious behaviour incidents, it may be necessary to suspend a student for a period of time. This decision will be made by the Headteacher. A fixed term suspension may be used for a one-off breach or persistent breaches of the Achievement and Behaviour Policy. A suspension can also be for parts of the school day. For example, if a student's behaviour at lunchtime is disruptive, they may be suspended

from the school premises for the duration of the lunchtime period. Parents/Carers are notified via phone call in the first instance, followed by written notification. An email is sent to staff to supply work via email directly to the student for them to complete.

A Suspension would be carried out in accordance with Local Authority guidance. This would also be recorded in the student's confidential pupil profile along with further details of the incident. Students returning to school following a suspension will attend a reintegration meeting with a parent/carer. The meeting will be led by a member of SLT. Following the meeting, the student may go back to lessons, however, the reintegration plan could include time in isolation/Room 37 (including break and lunchtime) to ensure smooth reintegration. The time in isolation may be used for re-education and support.

In rare cases, a Permanent Exclusion can happen in response to a serious one-off breach or persistent breaches of the school's Achievement and Behaviour Policy and will only be used as a last resort after all other possible avenues have been explored.

Behaviour Panel
A behaviour panel will meet if a student is close to a permanent exclusion following persistent internal and external suspensions. This will consist of the Head of School, the Assistant Head (Behaviour and Attitudes) and Governor. Decisions will be made that take into account all extenuating circumstances and will be made for the best outcomes for the school and the young person involved.

Off-site Direction
We would always prefer to work with parents and carers. However, schools have the authority to direct students off site to learn, without parent / carer agreement. More details are available here: A guide for parents on school behaviour and exclusion - GOV.UK (www.gov.uk) Direction Off-Site refers to an intervention used by schools with the explicit aim of improving behaviour. Offsite direction should always be time-limited and may be considered as part of a range of options to support. It can be part-time or full-time, and schools may wish to use a range of providers. An off-site direction is an intervention that should be used to improve behaviour.

It may therefore be appropriate:

- Where all internal strategies and interventions have been exhausted and the pupil would benefit from a period of time at another mainstream school or another setting to improve their behaviour.
- Where the pupil is at risk of exclusion. Parental consent is not required in order for a school to direct a pupil off-site under this provision

Examples of Behaviour and Consequences:

- Please note that the list below is a guide and individual circumstances may be taken into consideration resulting in a different consequence being applied.
- This policy also applies to all students while travelling to and from school and other circumstances outside of school (including school trips), at the discretion of the Headteacher.

- Persistent breaches will result in an escalation to the next category and consequence.
- Students who do not meet expectations may not be allowed to attend visits or trips or represent the school at fixtures or competitions. There will be no refund.
- Reasons for persistently poor behaviour may be linked to safeguarding concerns and students will receive appropriate support from relevant staff.

This information is provided for illustrative purposes only – and as an indication of how certain behaviours are likely to be responded to by the school. . Litcham School will seek consultation with appropriate specialists and outside agencies as part of its graduated approach to supporting behaviour management.

Category 1: (BASIC expectations) • Uniform infringements • Lateness to class • Chewing gum • Bringing items not on the schools equipment list, such as: unapproved Fidgets, jewellery, and toys • Incomplete homework/not completed to the appropriate standard • Disruption/Poor attitude to learning • Lack of Equipment	**Likely Consequences: All staff** • Restorative conversation • Opportunities and facilitation to correct issue/behaviour (eg. removing jewellery). • Discuss issues with student • Redo homework if not at the expected quality – department detention • Parent/Carer contacted by teachers via Arbor, email or phone call • Parent/Carer asked to attend a meeting at school • Recorded on Arbor	**Possible support** • Tutor intervention • Late card – to monitor and encourage • Uniform assistance and support from Tutor or Student Managers • Tutors may contact home
Category 2: • Disruption to learning • Poor conduct during break and lunch or around school • Attendance – late arrival to school or lessons • Use of mobile phone • Poor Attitude to Learning • Unkindness	**Likely Consequences: All staff** • Detention with restorative conversation and reflection task • Loss of social time (break and lunch) • Parent/Carer contacted via Arbor, email or phone call • Behaviour Support Plan • Phone confiscated – parent/carer contacted	**Possible support:** • Student Management Team intervention/support • Tutor support • Attendance procedures: meeting with parents • Subject positive report card – monitor and encourage. • Handing phone in at the start of the day
Category 3: • Persistent disruption to learning – removal from multiple lessons. • Refusing to follow instructions from an adult • Poor conduct on buses • Rudeness/disrespect towards staff • Swearing • Truancy • Poor behaviour while on a Report Card • Refusing to give staff a mobile phone when confiscated	**Likely Consequences: SLT** • Internal Exclusion • External suspension • Parents/Carer contacted • Loss of social time (break and lunch) • Behaviour Support Plan • Inclusion team advice • Intervention tasks with pastoral team, including re-education • Meeting with Young Person and parent/carer	**Possible support:** • SEND intervention (if applicable) • Report card/late card/SLT card – monitor and encourage students. • NCC Inclusion and SEND support for multiple internal exclusions. • Mentoring/counselling • Behaviour plan • SARPE plan (student at risk of Permanent Exclusion)

• Leaving a lesson without permission		
Category 4: • Bullying, any form of Sexual harassment • Damage to property or equipment • Swearing at adults • Malicious allegations against students or staff • Racist/homophobic/sexist behaviour • Smoking, vaping or being in possession of age-restricted or legally prohibited items, including 'energy' drinks, fireworks; firecrackers (snaps) cigarette lighters; pornographic images. • 'Play' fighting • Threats (written or verbal) • Persistent refusal to follow instructions from staff • Taking photographs of staff or students without consent.	**Likely Consequences: Senior Leadership Team (SLT)** • Fixed term suspension • Police informed as appropriate • Parents contacted • Internal suspension • External Services for support • Confiscation of items (these will not be returned and will be disposed of appropriately)	**Possible support:** • Phased return to school following a suspension. • NCC Inclusion and SEND support • Rm 37 time for refocusing and guidance. Timetable adjustments to support mental health, attendance issues and SEND. • Mentoring and/or counselling • SARPE plan (student at risk of Permanent Exclusion) • Regular reviews. • Alternate provision • Offsite provision with an aim to provide a fresh start at another school.
Category 5: • In possession of drug or drug use equipment • Under the influence of drugs or alcohol • Supplying drugs or alcohol • Serious Vandalism of property • Physical assault • Sharing of malicious, abusive or explicit content online: including impersonation • Bringing a weapon into school: including knives or blades. This also includes replica 'toy' weapons. Possession of any article a staff member reasonably suspects has been – or is likely to be – used to commit an offence or cause personal injury to, or damage to the property of, any person (including the student). • Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent). • Malicious allegations against school staff or other students. • Persistent or consistent misbehaviour/serious misbehaviour over a sustained period of time and unmodified by support	**Likely Consequences: SLT and Governing Body** • Permanent exclusion • Police informed • Parents contacted by the school. • Confiscation: disposed of or given to Police	**Possible support** • Managed move • NCC Inclusion and SEND • Work set by school for 5 days • PEX hearing

Responding to behaviour: (PRIMARY PHASE)

At Litcham School Primary Phase, we take a preventative approach to behaviour management. Every adult in our school is encouraged to look beyond behaviour and to be curious about children's needs. All children will be offered compassion and co-operative learning with a caring adult. Our vision is that we will support children to feel heard and understood and that this will allow them to develop the skills to overcome obstacles as they grow.

We have a positive and inclusive approach to managing emotions and well-being, which is built on recognising that all behaviours are driven by emotions. With this in mind, we work hard to develop emotional intelligence leading to our pupils developing emotional literacy. We believe that no child wants to behave in a negative way. It is our aim to develop a child's capacity to manage their behaviours by educating them about the emotions they are experiencing.

Each classroom environment is designed around supporting self-regulation and will allow our children to develop greater self-awareness in social and emotional aspects of learning. Children will be encouraged and supported to explore their emotions, how this impacts on their behaviour and the behaviour of others and strategies they can employ to self-regulate. This is supported through the use of strategies such as emotion coaching, restorative practice and where necessary logical consequences.

Emotion coaching:
Emotion coaching encourages all adults in a school to look for indicators of negative emotions (often reflected through a pupil's behaviour or body language) and to empathise with, label and validate those emotions as they occur. This approach is contrasted with ignoring or minimising the behaviour (and emotions or feelings) or solely applying consequences to the behaviour. The key steps of emotion coaching are:

1. Empathy.
2. Labelling and validation of the emotion
3. Limit-setting (if needed).
4. Support with problem-solving (we utilise zones of regulation and restorative justice practices)

Restorative justice:
Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.

Restorative practice involves helping the child think through their behaviour, its consequences and what they can do to make it better. Our vision involves developing, maintaining, and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their own behaviour. However, there may be cases where there are logical consequences (such as tidying up if a mess has been made) or removal from the classroom if behaviour is unsafe.

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

Restorative Approach	Script
RESPECT: for everyone; by listening to other opinions and learning to value them	'You will both have a say, but you need to listen to the other person first.'
RESPONSIBILITY: taking responsibility for your own actions	'What happened first?' 'What happened?'
REPAIR: developing the skills so that they have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.	'What were you thinking and feeling at the time?' 'What have you thought about it since?' 'Who has been affected and in what way?' 'How could things have been done differently?'
RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem. Choosing a consequence that is relative to the behaviour (if not, repeat the 'repair' step and choose again or model choice).	'What do you think needs to happen to make things better?' 'What do you think your consequence should be? How will you spend that time making things better?' 'How do you feel now?'

We use a set of visual prompts to encourage children to reflect and discuss the above.

Logical consequences:
Staff are able to remove pupils to a 1:1 space should they need it and when it is appropriate, to talk through the logical consequences to the behaviour with them; often this is not in the period immediately after an incident as the child(ren) concerned need time to emotionally regulate first.

The developmental age and specific needs of the child will be considered when deciding appropriate consequences, as will the child's physical and emotional state at the time. We recognise that a 'one size fits all' approach is not appropriate for our children, and this should be kept in mind when deciding upon an appropriate logical consequence.

Where a consequence is deemed necessary, these will be given and supported by an emotionally regulated adult.

Staff will avoid any consequences which lead to shaming or humiliation of the child. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing. A supportive/restorative conversation takes place as soon as possible, focusing first on the child's own feelings (physical and emotional). Then if appropriate, move to discuss how the other child/person may have felt.

Logical consequences include making up time for lost learning, reflection time (where the focus is upon the child's own bodily and emotional state) and reparation time, where the person that has been affected by the child's action is the focus, and actions are taken to repair the relationship. This can be in the form of verbal, written, picture, or an action, e.g. write a letter, make a card.

In all of these, the child should be supported by a regulated and supportive adult. This will be supported through the use of the school's own restorative justice visuals as part of a supportive conversation between all involved parties.

If the context is repeatedly problematic (e.g. assembly, playtime), the child will work with an adult to ensure subsequent participation can be successful, e.g. having reduced time / supervision / or not taking part in the activity. This is a protective strategy rather than a punitive one, and this should be clearly communicated to the child.

Logical consequences will be:

- Related - consequence must be related to the behaviour.
- Respectful - the consequence must not involve blame, shame or pain; and should be kindly and firmly enforced. It is also respectful to everyone involved.
- Reasonable - the consequence is reasonable from the child's point of view as well as the adult's.
- Helpful —it helps rather than hurts.
- After a pupil completes their logical consequence, adults should praise his or her behaviour at the first opportunity to move attention away from the inappropriate behaviour.

We encourage positive behaviour in the following ways:

- We make clear our stages of Emotion coaching and share the importance of expressing how we feel.
- We discourage unsociable behaviour by promoting mutual respect and giving opportunities to self-correct.
- We encourage children to take responsibility for their own actions and behaviour, to make the right choices and consider the consequences of their actions by offering time to reflect and through a restorative conversation where necessary.
- We identify positive behaviour as a priority in all situations.
- We refer to the class/school Charter regularly.
- We offer Zones within our classrooms to calm, reflect and refocus.

Class charters:
At the start of each academic year, every class will work collaboratively to create their own class charter. All children are involved in the decision-making process. This is a set of rules, promises or guidelines that children and adults have all agreed on for the classroom. We believe this helps children understand that they have certain rights in the classroom as well as a responsibility to each other and to their own learning and development. These rights are important, as they help to keep them safe and happy while they receive their education
.
Adults will regularly reference the class charter, especially when it comes to health and wellbeing. They can also use it to highlight poor behaviour when it breaks the rules laid out in the charter. Through reinforcement, children will learn for themselves which behaviours are not appropriate for a good classmate, or responsible citizen to take part in. The class charter will also include the rights and

responsibilities of the adults within the class, who will act as role models for rights respecting behaviours.

The following information is for both the primary and secondary sites

Bullying: Linked to our Anti-Bullying Policy

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. This is sometimes easy to remember using the following:

S Several
T Times
O On
P Purpose

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, unkind, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching or 'rating' appearances
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Students
If you are being bullied in School:

- ✓ Talk to any adult you trust, taking a friend if it helps
- ✓ Don't listen to the bully when they say that you will be in trouble if you talk to someone. You are not doing anything wrong – they are
- ✓ You will be taken seriously and a record of your report will be kept
- ✓ If you are bullied online, keep all messages/screenshots or e-mails to report to the Police
- ✓ If you see someone else being bullied at School:
- ✓ The best thing you can do to help is talk to someone
- ✓ Do not listen to the bully when they say that you will be in trouble if you talk to someone. You are not doing anything wrong – they are

Parents/carers
If your child is being bullied or is bullying in School:

- ✓ We can help
- ✓ Contact the School and ask to speak to a student manager
- ✓ Talk over the problem with the student management team. Be sure of your facts. In particular, students who are being bullied can become upset, anxious and confused about what has actually happened
- ✓ Do not let your child talk you out of contacting School.

To combat online abuse and cyber bullying, ensure that your child is careful about whom they give their mobile phone number and e-mail address to and make sure you are in touch with which Social Media Apps they may be using.

Discrimination
We strive to educate students on equality and take pride in our inclusivity, welcoming students and families from all backgrounds and cultures. The Equalities Act protects students from discrimination and harassment based on 'protected characteristics'. The protected characteristics for the schools provisions are:

- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- Sex

*(Age and being married or in a civil partnership are NOT protected characteristics for the schools provisions)

Litcham School Anti-Bullying Ambassadors:

We are in the process of developing this leadership role. Our intentions include re-introducing our Anti-Bullying Ambassador support next work across Years 8-10. Students will receive training from an external provider to enable them to support their peers as mentors and provide guidance with reporting instances of bullying. In the Spring and Summer term our ambassadors extend that support down to the primary phase where they assist with playtimes and facilitate games and positive relationships with our younger students. This also ensures pupils from the primary phase know some familiar faces when they first arrive in the secondary phase.

Mobile phones/Devices:

The Department for Education (DfE)'s statutory guidance on mobile phones in schools says schools should be mobile phone-free. **Phone-free** means mobile phones (and similar devices) are prohibited throughout the school day, including during lessons, the time between lessons, break and lunchtime. Anything other than this should be by exception only.
This expectation to be mobile-phone free is also set out in Keeping Children Safe in Education (KCSIE) 2026.

As a rural school, we understand that some students may need access to a mobile phone when using public transport. However, students will not need access to their phone during the school day.

- Pupils may bring a phone to school if they need it for public transport, but it should not be seen. They should be turned off and left in their school bag. No phones or earbuds/earphones to be seen on the school site.
- If a phone/earbud/earphones are seen, they will be confiscated and handed to the school reception. The first offence will result in the item being handed back at the end of the school day. Further offences will result in parents/carers being called and asked to collect the item from the school.
- No mobile phones helps reduce the risks of distraction, disruption, bullying and abuse
- Mobile phones/earbuds/earphones are the responsibility of the owners. Litcham School are not responsible for damage to items brought on site.
- Mobile phones will be permitted when there is medical need, such as using apps to check blood sugar levels.
- No smart watches
- No smart, ai or Meta glasses are permitted on the way to and from school or on school site for the safety for students and staff

Reasonable force:

Reasonable force covers a range of interventions that involve physical contact with pupils. Guidance can be found here: Restrictive interventions, including use of reasonable force, in schools Guidance for

schools in England. All members have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Prohibited Items:

There are certain items which are prohibited items and are not to be brought into school. These include, but are not limited to:

- Knives or weapons or replica/'toy' weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks or bangsnaps/popits
- Pornographic images
- 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)
- Stinkbombs/waterbombs/water pistols
- Aerosols
- Vapes and e-cigarettes or cigarettes
- Hooded sweatshirts
- Jewellery that does not meet the uniform expectations

Searching, screening and confiscation:

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. An authorised member of staff of a different sex to the 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

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (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.

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.

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
- Explain 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

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the head of school, to try to determine why the pupil is refusing to comply.

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.

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

The authorised member of staff may use a metal detector to assist with the search known as 'screening'.

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

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

Searching pupils' possessions:
Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags
- Coat

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 and items identified in the school rules.

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

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

Informing the designated safeguarding lead (DSL):

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers:
Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

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

Support after a search:
Irrespective of whether any items are found as the result of any search, the school will consider whether the 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).

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, an early help intervention or a referral to children's social care is appropriate.

Off-site misbehaviour:

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

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

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

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour:

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

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

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

Suspected criminal behaviour:

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

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

If a decision is made to report the matter to the police, the senior leadership team will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence:

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

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

The school's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help

- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations:

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

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

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

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

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Responding to Misbehaviour from Pupils with SEND

Effectively supporting pupils with SEND requires a proactive, inclusive approach that promotes understanding, consistency and collaboration. Staff may need to make reasonable adjustments to behaviour management approaches in order to meet the needs of individual pupils. For pupils with Learning Plans, staff should work collaboratively with the SEND Team to understand the pupil's identified needs, potential barriers to learning, and strategies that support successful engagement in school.

The school is committed to maintaining high expectations for all pupils, including those with SEND. Behaviour expectations will be explicitly taught, modelled and reinforced for all students, alongside any reasonable adjustments required to enable pupils to successfully meet them.

Recognising the Impact of SEND on Behaviour

The school recognises that a pupil's behaviour may sometimes be influenced by a special educational need or disability (SEND). When incidents of misbehaviour occur, we will consider whether a pupil's SEND may have contributed to the behaviour. However, we also recognise that not every incident involving a pupil with SEND will be directly linked to their identified needs.

Decisions will be made on a case-by-case basis, in consultation with the SENDCo and/or Norfolk Inclusion Team where appropriate, taking into account the individual circumstances of the pupil and the context of the incident.
When responding to behaviour concerns involving pupils with SEND, the school will take its legal duties into account, including:

- Taking reasonable steps to avoid substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010).
- Using its best endeavours to secure the special educational provision required by pupils with SEND (Children and Families Act 2014).
- Securing the provision specified within an Education, Health and Care Plan (EHCP).
- Working collaboratively with parents/carers, external agencies and the local authority where required.
- Seeking to identify and reduce known triggers, barriers and environmental factors that may contribute to dysregulation or behavioural difficulties.

Reasonable Adjustments and Preventative Support

Where appropriate, reasonable adjustments may be implemented to support pupils in successfully meeting the school's behaviour expectations. These may include:

- Short, planned movement or regulation breaks (e.g. Green/Purple Card).
- Adjustments to seating plans.
- Regular teacher or Teaching Assistant check-ins.
- Additional processing time.
- Breaking tasks into smaller steps.
- Visual supports, prompts or checklists.
- Pre-warning of changes to routines.
- Adjustments to uniform requirements.
- Staff training in Autism, ADHD, Dyslexia and SEMH.
- Access to regulation spaces, sensory areas or nurture provision.
- Access to assistive technology, such as laptop and reader pens.

Reasonable adjustments are intended to support pupils to understand, meet and succeed within the school's behaviour expectations. They do not remove expectations for respectful, safe and positive behaviour, but help ensure that expectations and responses are fair, proportionate and equitable.

Adapting Responses and Sanctions for Pupils with SEND

- The pupil understood the rule, instruction or expectation.
- The pupil's identified needs affected their ability to regulate, process or respond appropriately at that time.
- Reasonable adjustments and appropriate support had been implemented.
- Additional support, teaching or intervention may be required.

Where a pupil's SEND is considered to have contributed to the behaviour, staff will consider whether the proposed response remains fair, proportionate and appropriate in the circumstances.

Considering Whether a Pupil Displaying Challenging Behaviour May Have Unidentified SEND

The SENDCo may assess a pupil who demonstrates persistent or significant behavioural difficulties in order to determine whether there may be underlying needs that are not currently being identified or met. Where appropriate, advice may be sought from specialist teachers, educational psychologists, health professionals and other relevant agencies. Support will be reviewed through the Assess, Do, Review and Plan cycle.

Pupils with an Education, Health and Care Plan (EHCP)

The school will work to implement and deliver the provision specified within an Education, Health and Care Plan (EHCP) and will work collaboratively with the local authority, parents/carers and other professionals involved with the pupil. Where concerns arise that a pupil's needs cannot be fully met within the current placement, the school will liaise with the local authority and relevant professionals to review provision and consider whether amendments to the EHCP, additional support, or an alternative placement may be required.
Where concerns arise regarding a pupil's behaviour, engagement or placement, the school may request an early or emergency annual review of the EHCP.

Pupil transition:

Inducting incoming pupils:

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition:
To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. 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.

Training:

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

- The proper use of deesculation techniques and restraint (STEPS)

- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Behaviour management will also form part of continuing professional development
- Behaviour for Learning

Monitoring arrangements:

Monitoring and evaluating behaviour:

The school will collect data on the following:

- Behavioural incidents, including warnings, 'step outside' incidents and removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)
- The data will be analysed by the senior leadership team

The school will use the datadata to analyse events and incidents 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, the school will review its policies to tackle them.

Monitoring this policy
This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the chair of governors/head of school.
The written statement of behaviour principles will be reviewed and approved by the full governing board annually.

Links to Other Policies:

- Equality information and objectives statement
- Anti-bullying policy
- Complaints policy
- Safeguarding Policy
- Uniform Policy
- Trust Policy Statement for Behaviour