




The LETTA Trust

Behaviour and

Anti-bullying Policy (Inc.

Using reasonable force)

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Contents

1. Aims	3
2. Legislation, statutory requirements and statutory guidance	3
3. School behaviour curriculum	4
4. Encouraging good behaviour	4
5. Managing Disruptive Behaviour	5
6. Lunchtime behaviour management	7
7. Off-site misbehaviour	7
8. Online misbehaviour	8
9. Definitions of minor, intermediate and major incidents	8
10. Bullying	9
11. Using reasonable force	12
12. Confiscation and searches	13
13. Exclusion from school	17
14. Responding to misbehaviour from pupils with SEND	17
15. Roles and responsibility	19
16. Monitoring and evaluating school behaviour	21
17. Links to other policies	21
18. Appendix 1: Information available on school website	23
19. Appendix 2: School rules	26
20. Appendix 3: Restorative Script	27
21. Appendix 4: Further examples of incidents of disruptive behaviour	30
22. Appendix 5: UN convention on the rights of the child	31
23. Appendix 6: Stebon in-class refocus strategy	33



UN Convention on the Rights of the Child - Article 19:

'You have the right to be protected from being hurt and mistreated, in body or mind'

We believe that relationships are the foundation of cooperation and respect. The purpose of this policy is to help staff and pupils to maintain positive relationships and create a calm, safe environment in which learning can take place. We have high expectations of each other, clear routines and an understanding of acceptable behaviour at school. We celebrate our successes and use restorative practices to maintain strong relationships; healing harms and coming together as a community following conflict.

1. Aims:

- To create a safe, calm and happy environment that enables all pupils to feel successful as learners
- To foster kindness and empathy, and help pupils understand the impact of their behaviour on others
- To establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the Trust
- To make the boundaries of acceptable and unacceptable behaviour clear to everyone
- To maintain a consistent approach to managing behaviour that includes parents and carers

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2025](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)



- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- [DfE guidance "Preventing and Tackling Bullying" \(July 2017\).](#)
- [DfE guidance 'Sexual violence and sexual harassment between children in schools and colleges' 2021](#)
- [The Sexual Offences Act 2003](#)

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](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

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

3. School behaviour curriculum

We always:

- Behave in a calm and orderly way
- Show respect to members of staff and each other
- Use good manners, such as please and thank you and greet people in the school building
- Make sure it is possible for all pupils to learn
- Move quietly and safely around the school building
- Treat the school buildings and school property with respect
- Accept consequences when given and do our best to put things right
- Behave positively outside school or online also

New pupils who arrive mid-year will be inducted into the expectations of behaviour at the school.

Some pupils with SEND may have an alternative behaviour plan that meets their needs as per the [Equality Act 2010](#).



4. Encouraging good behaviour

School staff, pupils and parents are clear about the standard of behaviour expected of pupils in LETTA Trust schools (see behaviour curriculum). Pupils work with their class teachers at the beginning of each school year to establish a rights-respecting class charter that is displayed in the classroom.

Staff members encourage good behaviour in a range of ways, including:

- Sharing clear shared expectations of good behaviour
- Deliberately teaching positive behaviours
- Giving pupils opportunities to feel successful and share their achievements
- Teaching children about their rights and how to respect the rights of others (see RRS Appendix 6)
- Encouraging pupils to take responsibility for the impact of their behaviour
- Promoting mutual respect through PSHE and assemblies
- Nominating 'Playground Buddies' each year to support their peers at playtime
- Providing 1-1 counselling and other support from trained professionals using specialist teachers, including learning mentors
- Building a strong partnership with parents or carers
- Recognising good conduct

5. Managing disruptive behaviour

We endeavour to anticipate inappropriate behaviour and try to prevent it from occurring. Pupils often become dysregulated because they are upset. Acknowledging a pupil's feelings makes the pupil less likely to seek negative attention. When managing an episode of difficult behaviour we:

- Always remain calm and objective, and avoid nagging and lecturing
- Use rights-respecting language to encourage children to think about the rights of others (see Appendix 6)
- Use Restorative Approaches to help the pupil understand their impact on others (see Appendix 4)
- Make the distinction between the behaviour and the pupil
- Try to ascertain the root cause of the problem by talking to pupils individually without an audience
- Communicate empathy by reflecting back their viewpoint and defusing the situation



- Discuss the consequences of their actions and give pupils choices. Help them to realise that they are in control and can bring about a change
- Apply appropriate consequences
- Involve parents and put in place support to prevent a recurrence if necessary
- Apologise when we make mistakes

5.1 Early Years Foundation Stage

Dysregulated behaviour in the Early Years is usually to do with distress, not understanding routines and lack of experience of a school setting. The following strategies are therefore based on being positive and supportive and ensuring safety. Staff:

- Offer appropriate activities to match the needs of pupils and provide a choice of experiences
- Apply a settling-in policy for new pupils
- Ensure there is space and time to calm down
- Work closely with parents and carers
- Involve other members of staff or outside agencies such as the Educational Psychology Service

5.2 Key Stage 1

Strategies are positive whenever possible, remembering that these pupils are unused to having to be responsible in a large group, and we have high expectations of them. We:

- Use positive reinforcement and role-modelling
- Discuss pupils' behaviour with them and encourage them to apologise to others who have been hurt or upset
- Move pupils away from other members of the class if they are not concentrating or if they are disturbing others
- Organise for pupils to spend time reflecting and refocusing if they continue to disrupt others
- Apply appropriate consequences and set up a behaviour support plan, and involve leaders if necessary
- Speak with parents about their child's behaviour

5.3 Key Stage 2

As the pupils get older, expectations of them taking responsibility for their behaviour and understanding the consequences increase. Expectations of the oldest pupils in the school are very high. If there are pupils who have consistently found it difficult to manage their behaviour, we make sure that information is shared regarding triggers, successful strategies and past involvement of parents or outside agencies. In addition to the strategies above, we:



- Talk quietly to pupils and reinforce expectations of behaviour and the consequences of misbehaving
- Are aware and sensitive, anticipating difficulties and dealing with them before they escalate
- Organise for pupils to spend time reflecting and refocusing if they continue to disrupt others
- Discuss pupils' behaviour with them and place the emphasis on pupils taking an active role in finding solutions and changing behaviour
- Apply appropriate consequences and set up a behaviour contract or plan, and involve leaders if necessary
- Speak with parents about their child's behaviour

6. Lunchtime behaviour management

6.1 In the playground (also for other playtimes)

1. Pupils are provided with a range of activities and are encouraged to play together
2. The midday team ensure that all pupils are involved in activities
3. Minor incidents of misbehaviour are dealt with by giving pupils time-out for 2 minutes in an agreed place in the playground
4. Major incidents, or those that have become more serious through repetition, result in the pupil going inside. The pupil will discuss what has happened with an adult, miss an amount of playtime and be asked to repair the damage done by the unsafe behaviour
5. If disruptive behaviour from a pupil persists, the midday team member, the class teacher and a leader agree on a strategy to support the child to change the behaviour in consultation with the child's parents. This may take the form of a contract or plan
6. If school-based strategies fail to have a lasting impact, outside agencies are asked to support

6.2 In the lunch hall

1. Pupils are encouraged to use good manners and behave well whilst eating lunch
2. If pupils behave inappropriately, they are reminded of appropriate behaviour and the consequences for misbehaving
3. If misbehaviour continues, pupils can be moved to eat by themselves, or if the behaviour is rude or dangerous, the time-out consequences apply
4. If disruptive behaviour from a pupil persists, the midday meals team member, the teacher and a leader agree on a strategy to support the child to change the behaviour in consultation with the child's parents, e.g., a behaviour contract or plan



5. If school-based strategies fail to have a lasting impact, outside agencies are asked to support

7. Off-site misbehaviour

consequences 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 a school uniform
- In any other way identifiable as a pupil of our school

consequences 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

consequences 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).

8. Online misbehaviour

The school can issue behaviour consequences 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

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

9. Definitions of minor, intermediate and major incidents

At school, there is a hierarchy of consequences for dealing with minor to serious incidents. Minor incidents become more serious through repetition. It is important that there are small consequences for minor incidents, as this reinforces the certainty of consequences for behaving unacceptably (see Appendix 5).

9.1 Disruptive behaviour in class



9.1.1 Minor disruption in class

Minor disruption is behaviour that makes teaching and learning difficult, e.g. pupils chatting, calling out or making noises. In such instances:

1. Pupils are reminded of appropriate behaviour and consequences for not behaving in the appropriate way
2. If the disruption continues, pupils take 5 minutes to refocus
3. If the child continues to disrupt the learning, they spend a further 15 minutes reflecting and refocusing
4. If minor disruption becomes a regular occurrence, the class teacher and leader agree on a strategy to support the child to change the behaviour in consultation with the child's parents. This may take the form of a behaviour support plan
5. If school-based strategies fail to have a lasting impact, outside agencies are asked to support

9.1.2 Serious disruption in class

Serious disruption is behaviour that makes it impossible to carry on teaching or continue the normal running of the class, e.g. pupils refuse to carry out an instruction, throw things, hurt other pupils or adults, or deliberately make loud noises. Serious disruption is managed as follows:

1. The pupil is sent to work for the remainder of the day with a leader who then meets with the child's parents at the end of the day
2. If disruptive behaviour from a pupil persists, the teacher and leader agree a strategy to support the pupil to change the behaviour in consultation with the child's parents. This may take the form of a contract or plan
3. If school-based strategies fail to have a lasting impact, outside agencies may be asked to support.

9.2 Major incidents

These are dealt with immediately by the HT or another senior leader on site at the time and would include incidents such as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual harassment such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, online sexual harassment in 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 or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items, such as knives or other weapons, alcohol, illegal drugs, stolen items, cigarettes or vapes, fireworks, or pornographic images

10. Bullying

All cases of bullying of any kind will be treated seriously, and action will be taken to see that it stops. All stakeholders implement school-wide procedures to confront bullying and are alert to possible signs and incidents of bullying.

10.1 Definition of bullying

Bullying can happen anywhere. Bullying may be defined as 'wilful and repetitive acts of aggression and/or manipulation by one or more persons against another'. Bullying can take place between child and child, adult and child and adult and adult. For bullying to occur, there must be repetition of the act and an imbalance of power or intent to harm. Bullying can be further defined as physical, verbal or non-verbal and may include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, spreading rumours, teasing, threats
Physical	Hitting, kicking, pushing, taking another's belongings, or 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
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



10.2 Anti-bullying procedures

Anti-bullying is the responsibility of the whole school community. In order for the school to be a safe place, everyone must take responsibility for ensuring this policy is upheld. The following procedure is followed if a bullying problem is identified. We:

- Listen to the victim
- Check to see if the behaviour is repetitive by e.g. speaking to an appropriate member of staff
- Gather information from
 - victim and bully separately
 - peers and any other witnesses, away from the victim and the bully
- Inform the pupil's class teacher and the leadership team
- Hold a discussion with the victim, staff and parents/carers of the victim
- Hold a discussion with the bully, staff and parents/carers of the bully
- Where appropriate, hold a restorative justice (RJ) conference (see Appendix 4)
- Refer to the consequences for misbehaviour
- Implement intervention
- If the problem is not resolved, escalate the matter as per the policy
- Keep a record
- Keep parents informed

10.3 Anti-bullying strategies

10.3.1 Pupil responsibilities:

- Tell the bully to stop it
- If that does not work, report it to an adult immediately
- Tell an adult if you know someone else is being bullied

10.3.2 Adult responsibilities:

- Do not ignore incidents. Follow the Anti-Bullying procedure above
- After having received a full account of the incident, if the adult is satisfied that bullying did occur, then the consequences as outlined below are to be put into place.

10.4 Consequences of bullying:



- The leadership team is informed of any incident
- Parents are contacted immediately and asked to come to the school at the earliest possible convenience
- The bully understands what they have done wrong and the impact of it
- The 'victim' states what impact the behaviour has had on them
- Both parties suggest ways the incident could be resolved (not necessarily in the same place, at the same time as the victim may feel intimidated)
- Agree a set of more serious consequences, e.g. that take place over a longer period of time (1-2 weeks)
- If further bullying occurs, then the suspension/exclusion process will be considered

10.5 Review of anti-bullying strategy

The inclusion leader will monitor the number and type of incidents of bullying and evaluate the effectiveness of the strategy, and propose any changes as necessary.

11. Using reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force in the following circumstances:

A. Self-defence or imminent risk of injury:

- a. This means that an attack on an adult or pupil has, or is about to take place

B. Developing risk of injury or significant damage to property, including:

- a. Fighting
- b. A pupil misusing dangerous objects
- c. A pupil trying to leave the school grounds
- d. A pupil running through the building
- e. Deliberate violent damage to property

C. Seriously disruptive or defiant behaviour, including:

- a. Persistent refusal to leave a classroom
- b. Persistent behaviour that seriously disrupts a lesson
- c. Causing disorder

If you feel that you are in a situation where physical force may be needed, you should first try to take these steps:



- Tell the pupil to stop
- Explain what will happen if they refuse to stop
- Repeat the request for the pupil to stop

Throughout the incident, you should continue to talk to the pupil and make it clear that the physical contact will stop as soon as it is no longer needed. It is important that you remain calm. If you are in doubt about this, ask another adult to take over.

Physical intervention might involve:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding a pupil
- Leading a pupil
- Carrying a pupil (in extreme circumstances)

The following physical restraints are unacceptable:

- Holding by the neck or collar
- Slapping or punching
- Twisting or forcing limbs against a joint
- Holding or pulling a pupil by the hair or ear
- Holding a pupil face down against the ground

THE DEGREE OF FORCE MUST ALWAYS BE THE MINIMUM NEEDED TO ACHIEVE THE DESIRED RESULT.

Incidents of reasonable force must:

- Always be used as a last resort
- 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

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.

All staff may have to intervene physically with pupils, and they are therefore expected to read and understand the options and strategies open to them. It is the teacher's



responsibility to ensure that any adults (including volunteers) who have control or charge of pupils are given guidance in this area.

12. Confiscation and searches

Searching and confiscation are conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

12.1 Confiscation

Any prohibited items or items that are inappropriate found in a pupil's possession will be confiscated. These items may not be returned to the pupil.

12.2 Searching a pupil

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 a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency
- 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

If a member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher or designated safeguarding lead (or deputy) 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 cooperate, the member of staff will contact the headteacher or designated safeguarding lead (or deputy) to try and 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 from harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited and dangerous items identified, but not to search for other items.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

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

12.3 Searching pupils' possessions

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

- Desks
- Coats
- Bags

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.

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.



12.4 Informing the designated safeguarding lead (DSL)

Inform the DSL of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if the 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 (CPOMS).

12.5 Informing parents

Parents will always be informed of any search 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

12.6 Support after a search

Irrespective of whether any items are found as a 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 if pastoral support, an early help intervention or a referral to children's social care is appropriate.

12.7 Strip searches

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

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 well-being of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for the pupil's well-being at all times.

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before the strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents 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.

12.7.1 Who will be present during a strip search



For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

The appropriate adult will:

- Act to safeguard the rights, entitlement 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

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.

12.7.2 Care after a strip search

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.

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).

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

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.

13. Exclusion from school

In extreme cases where the school cannot guarantee the safety of a pupil, their peers or adults as a result of that pupil's behaviour the school will take the following steps to exclude the pupil:

1. School-based behaviour modification strategies and consequences
2. Support from outside agencies
3. Internal exclusion where a child works outside of the classroom and/or goes home for lunch
4. Suspension
5. Permanent exclusion



The decision to suspend or exclude a pupil will be made by the headteacher and only as a last resort.

14. Responding to misbehaviour from pupils with SEND

14.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned and may include strategies such as:

- Short, planned movement breaks for a pupil with SEND who finds 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 and ADHD
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

14.2 Adapting consequences for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:



- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

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

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

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

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

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

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

14.4 Pupils with an education, health and care plan (EHCP)

The provisions set out in the EHCP must be secured, and the school will cooperate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

15. Roles and responsibilities

15.1 Pupils are responsible for:

- Maintaining the high standards of behaviour expected of them at school
- Working hard and allowing others to do the same
- Treating others with respect
- Taking responsibility for their behaviour and following the school's rules and routines
- Following instructions from staff members
- Taking care of the school environment
- Sorting out problems by talking them through



- Follow the anti-bullying codes as set by the school

15.2 Parents are responsible for:

- Letting the school know of any special circumstances that may affect their child's behaviour
- Getting to know and supporting the school's expectations of behaviour
- Coming to see the teacher or school leader if they are concerned about their child
- Reinforcing the school's anti-bullying codes with their child
- In a suspected case of bullying, advising their child to tell a teacher or appropriate adult and not to retaliate
- Being open to discussion with the school if their child is involved in bullying either as a victim, a bully, or a bystander

15.3 School staff members are responsible for:

- Creating a calm, safe and stimulating learning environment and providing a curriculum that enables all pupils to achieve success
- Providing clear boundaries and routines for pupils
- Treating all pupils with respect and modelling good behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Acting decisively and consistently when dealing with good or disruptive behaviour or bullying
- Remaining calm when dealing with disruptive behaviour
- Forming positive relationships with parents, informing them of expectations of behaviour
- Promote teaching strategies that challenge bullying behaviour
- Encourage pupils to report bullying
- Remain alert to possible signs and incidents of bullying
- Recording behaviour incidents promptly

15.4 The headteacher is responsible for:



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

15.5 Trustees and members of the local governing board are responsible for:

- Acquainting themselves with the Trust's behaviour management and anti-bullying ethos
- Ensuring the Trust has an up-to-date Behaviour Management Policy
- Monitoring the behaviour policy's effectiveness
- Overseeing permanent exclusions

16. Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Bullying
- Attendance
- Permanent exclusion and suspension



- Anonymous surveys for staff, pupils, and parents on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the headteacher. The data will be analysed from a variety of perspectives, including:

- By year group
- By class
- By time of day/week/term
- By protected characteristics

The school will use the results of this analysis to make sure it is meeting its duties under the [Equality Act 2010](#). If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

17. Links to other policies:

- Child protection and safeguarding
- Online safety policy
- Staff code of conduct



Appendix 1: Information available on school website

Behaviour

UN Convention on the Rights of the Child ~ Article 19:

'You have the right to be protected from being hurt and mistreated, in body or mind'

Ubuntu

We believe that relationships are the foundation of cooperation and respect. The purpose of this policy is to help staff to maintain positive relationships with pupils and foster a sense of community in which learning can take place. These values are based on the philosophy of Ubuntu, in which the continuity of relationships and community is central.

We use **restorative practices** to maintain strong relationships; healing harms and coming together as a community following conflict.

"When we talk about Ubuntu, we talk about humaneness. But we talk about more than that. You talk about interdependence, you talk about mutual respect, you talk about doing things to other people which you would like done to yourself." - Dumesa Ntsebeza, South African TRC Commission

Encouraging good behaviour

School staff, pupils and parents are clear about the standard of behaviour expected of pupils in The LETTA Trust. Pupils work with their class teachers at the beginning of each school year to establish a rights respecting class charter that is displayed in the classroom.

Staff members encourage good behaviour in a range of ways including:

- Having clear shared expectations of good behaviour
- Giving pupils opportunities to feel success and share their achievements
- Teaching children about their rights and how to respect the rights of others (see RRS Appendix 6)
- Encouraging pupils to take responsibility for the impact of their behaviour
- Promoting mutual respect through PSHE & assemblies
- Nominating 'Playground Buddies' each year to support their peers at playtime
- Providing 1-1 counselling and using specialist teachers including learning mentors
- Building a partnership with parents or carers
- Recognising good conduct

Managing disruptive behaviour

Pupils often misbehave because they are upset. Acknowledging a pupil's feelings makes the pupil less likely to seek negative attention. When managing an incident of difficult behaviour we:

- Always remain calm and objective
- Anticipate inappropriate behaviour and try to prevent it from occurring
- Use rights respecting language to encourage children to think about the rights of others (see Appendix 6)



- Use Restorative Approaches to help the pupil understand their impact on others (see Appendix 4)
- Make the distinction between the behaviour and the pupil
- Try to ascertain the root cause of the problem and talk to pupils individually without an audience
- Communicate empathy by reflecting back their viewpoint and defuse the situation
- Discuss the consequences of their actions and give pupils choices. Help them to realise that they are in control and can bring about a change
- Avoid nagging and lecturing
- Apologise when we make mistakes

Early Years Foundation Stage

Challenging behaviour in the Early Years is usually to do with distress, not understanding routines and lack of experience of a school setting. The following strategies are therefore based on being positive and supportive and ensuring safety. Staff:

- Offer appropriate activities to match the needs of pupils and provide a choice of experiences
- Apply a settling in policy for new pupils
- Ensure there is space and time to calm down
- Work closely with parents and carers
- Involve other members of staff or outside agencies such as the Educational Psychology Service

Key Stage 1

Strategies are positive whenever possible remembering that these pupils are unused to having to be responsible in a large group. We:

- Use positive reinforcement and role-modelling
- Discuss pupils' behaviour with them and encourage them to apologise to others who have been hurt or upset
- Move pupils away from other members of the class if they are not concentrating or they are disturbing others
- Organise for pupils to spend time reflecting and refocusing if they continue to disrupt others (see Appendices)
- Set-up a behaviour contract or plan and involve leaders
- Speak with parents about their child's behaviour

Key Stage 2

As the pupils get older, expectations of them taking responsibility for their behaviour and understanding the consequences increase. Expectations of the oldest pupils in the school are very high. If there are pupils who have consistently found it difficult to manage their behaviour it is important that information is passed on regarding triggers, successful strategies and past involvement of parents or outside agencies. In addition to the strategies above, we:

- Talk quietly to pupils and reinforce expectations of behaviour and the consequences of misbehaving



- Are aware and sensitive, anticipating difficulties and dealing with them before they escalate
- Organise for pupils to spend time reflecting and refocusing if they continue to disrupt others (see Appendices)
- Discuss pupils' behaviour with them and place the emphasis on pupils taking an active role in finding solutions and changing behaviour
- Set-up a behaviour contract or plan and involve leaders
- Speak with parents about their child's behaviour

The Golden Rules are a good guide

We treat others as we would like to be treated



We work hard



We look after property



5

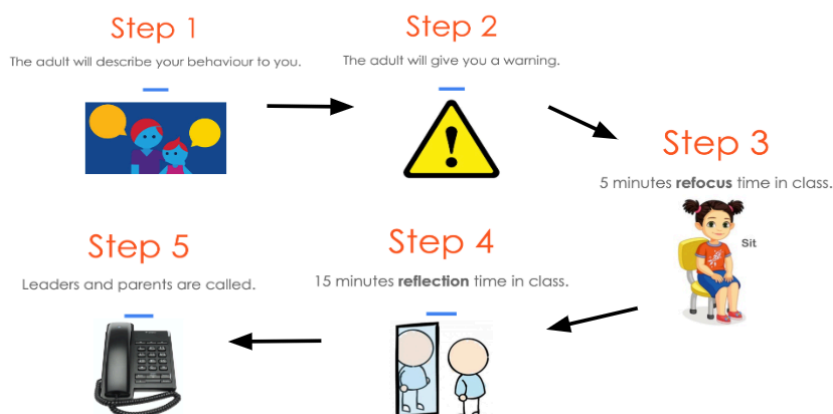
We sort out our problems by talking them through



We are honest



What happens when we make a mistake?





Appendix 2: School rules

Stebon's Golden Rules:

- We treat other people as we would like to be treated
- We work hard
- We sort out our problems by talking them through
- We are honest
- We look after property

Bygrove's Magnificent Seven:

1. Work hard
2. Treat others as you would like to be treated
3. Sort out problems by talking them through
4. Tell the truth
5. Behave calmly and sensibly inside the building
6. Do as an adult asks straight away
7. Respect property



Appendix 3: Restorative script

Script for Instant Restorative Approach

Introductions and Groundrules

For an instant intervention introductions and groundrules will be almost incidental and over very quickly. However, it is important for the success of the dialogue that the people involved know what the purpose of the meeting is and that they will each have an opportunity to speak and to be heard. Respect for each other by not interrupting must be shown. This explanation will also help the facilitator's risk assessment process. When dealing with conflict in this instant way it may not always be clear who is responsible for harm, indeed, both/all parties may have some or equal responsibility. In this case it will be a judgement call who should be asked to speak first. Where there is clear accountability then the person causing the harm should be asked to speak first.

Accounts

To person(s) who caused harm

- "What happened"?
- "What were you thinking"?
- "What were you feeling"?
- "Who has been affected by what you did"?

To person(s) harmed

- "What happened"?
- "What were you thinking about"?
- "How did it make you feel"?
- "How do you feel now"?
- "Who else has been affected"?
- "Are there any questions you wish to ask"?

Agreement

To person(s) who caused harm

- "Do you think something needs to happen to repair the harm caused"?

To the person(s) harmed

- "What do you need to make things better"?

Conclusion

Facilitate a proportionate and SMART agreement and allow anyone to ask any further questions. Allow participants free conversation if appropriate.



Restorative Conference Script

This script is tried and tested and should be used as the structure for your conference. You may need to adapt it to meet the needs of your participants. The nature and order of questions are important.

Introduction:

"Welcome". Introduce yourself – remind participants who you are if you have already met – let everyone know important information such as fire drills, where toilets are etc.

"Before the meeting begins, I will work my way around the group to introduce everyone and say why they are here". The facilitator will have normally already discussed with participants how they wish to be addressed and this is how they should be introduced. Ensure you introduce all participants

"It is important to point out that you have all chosen to be here today, and that being here takes strength and commitment. This meeting might not be easy, but it will allow you to be a part of dealing with what happened.

"This meeting will look at what happened on day/date when..... brief description only. It is important to understand that the meeting will focus on what those who caused harm did, and how their unacceptable behaviour has affected others. None of you are here to decide whether anybody is a good or bad person. You are here to explore how people have been affected by what has happened, and hopefully for all of you to work towards repairing the harm that was caused".

"I will make sure that you all will be given the chance to have your say, and to have other people listen to you. After everyone has had their say, I will make sure that you all have an opportunity to ask questions or respond to what has been said. Does that seem fair to everyone"?

Ground rules:

"Can I ask, please, for mobile phones to be switched off? Explain ground rules/remind participants of agreed ground rules from preparation

Accounts:

Start with the person who caused the harm if that person is clearly identifiable.

"I will start by asking..... to tell everyone what happened". Use the following restorative questions to draw out their account

"What did you do"? "What did you do then"? "What were you thinking at that time"? "What were you feeling at that time"? "What have your thoughts been since that time"? "How do you feel now"? "Who do you think has been affected by what you did"? "Do you think name anyone harmed who has been missed after previous question has been affected by your actions"?

"Thank you for what you have told us. We will now find out how others have been affected. I'll then come back to you to give you the opportunity to respond to what they say".



Accounts of those harmed, their supporters, offender/harmer's supporters:

Use the following restorative questions to bring out their account;

"How did you become aware of what happened"? Don't ask if the answer is obvious
"What were you thinking at that time"? "What were you feeling at the time"? "What have your thoughts been since then"? "How do you feel now"? "What has been the hardest thing for you"? "Who else has been affected"? Be careful not to ask questions that have already been answered. Ask the same set of questions to all remaining participants before returning to those responsible for harm

Response of those responsible for harm:

"You have just listened to everybody and heard what they have had to say about what happened and the harm that has been caused. Is there anything you want to say"? "Do you see that the choices you made then have caused harm"? "Do you think you need to do something to repair the harm"? This is a closed question; do not look for the offenders to come up with suggestions at this point.

Agreement:

"It is important that we consider what needs to happen to repair some of the harm caused".

To those harmed and supporters first followed by all other participants except those responsible for harm:

"What do you want to come out of this meeting"?

To those responsible for harm:

"You have heard what has been said. What do you think needs to happen"? "What do you think is the right and fair thing for you to do"?

At this point there may be some discussion around what reparation may take place. Facilitator's role is to make sure the agreement is SMART

Conclusion:

"To summarise then, the following agreement has been reached.....Is that correct"? Where necessary "I will write out an agreement for everyone to sign which covers what has been agreed to repair the harm". To each "How do you feel about what has been said"?

To all:

"Before closing this meeting, is there anything else that anyone wants to say or any questions they would like to ask"?



Appendix 4: Further examples of incidents of disruptive behaviour

Minor	Serious	Major
<ul style="list-style-type: none">-teasing-pushing in-interrupting the teacher-attention seeking;-clowning around-spoiling games-avoiding work-time wasting-being noisy-running inside-arguing-swearing (accidentally)-cheekiness-wearing jewellery-carrying unauthorised items such as toys, sweets or money-throwing small things in class	<ul style="list-style-type: none">-repeated minor incidents-interfering with other pupils' work-arguing back-rudeness-name-calling or cussing-telling lies-graffiti-spitting-refusal to follow instructions-swearing (with intent)-leaving the room without permission	<ul style="list-style-type: none">-extortion-vandalism-fighting-vicious kicking-throwing dangerous objects-swearing at staff-verbal abuse of staff-physical abuse of staff-persistent lying;-stealing-running out of school-bullying-racist incidents-bringing dangerous items onto school premises



Appendix 5: UN Convention on the Rights of the Child

United Nations Convention on the Rights of the Child

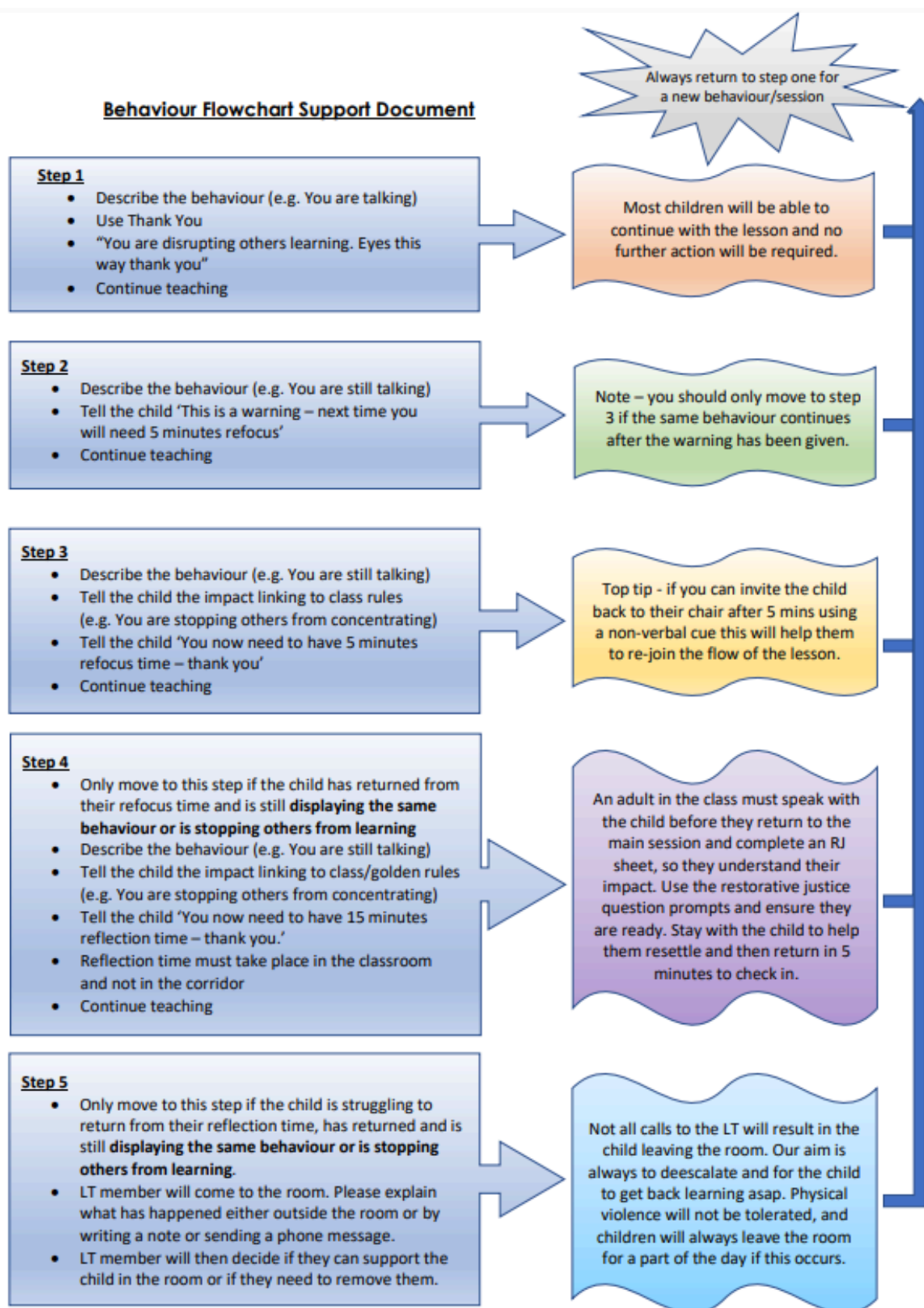
Article 2: All children have these rights, no matter who they	join or set up groups, as long as it isn't harmful to others.	your talents and abilities. It should also help you learn to live
are, where they live, what their parents do, what language	Article 16: You have the right to privacy.	peacefully, protect the environment and respect other
they speak, what their religion is, whether they are a boy or	Article 17: You have the right to get information that is	people.
girl, what their culture is, whether they have a disability,	important to your well-being, from radio, newspaper, books,	Article 30: You have the right to practice your own culture,
whether they are rich or poor. No child should be treated	computers and other sources. Adults should make sure that	language and religion - or any you choose. Minority and
unfairly on any basis.	the information you are getting is not harmful, and help you	indigenous groups need special protection of this right.
Article 3: All adults should do what is best for you. When adults	find and understand the information you need.	Article 31: You have the right to play and rest.
make decisions, they should think about how their decisions	Article 18: You have the right to be raised by your parent(s) if	Article 32: You have the right to protection from work that
will affect children.	possible.	harms you, and is bad for your health and education. If you
Article 4: The government has a responsibility to make sure	Article 19: You have the right to be protected from being hurt	work, you have the right to be safe and paid fairly.
your rights are protected. They must help your family to	and mistreated, in body or mind.	Article 33: You have the right to protection from harmful drugs
protect your rights and create an environment where you can	Article 20: You have the right to special care and help if you	and from the drug trade.
grow and reach your potential.	cannot live with your parents.	Article 34: You have the right to be free from sexual abuse.
Article 5: Your family has the responsibility to help you learn to	Article 21: You have the right to care and protection if you are	Article 35: No one is allowed to kidnap or sell you.
exercise your rights, and to ensure that your rights are	adopted or in foster care.	Article 36: You have the right to protection from any kind of
protected.	Article 22: You have the right to special protection and	exploitation (being taken advantage of).
Article 6: You have the right to be alive.	help if you are a refugee (if you have been forced to leave	Article 37: No one is allowed to punish you in a cruel or harmful
Article 7: You have the right to a name, and this should be	your home and live in another country), as well as all the rights	way.
officially recognized by the government. You have the right to	in this Convention.	Article 38: You have the right to protection and freedom from



a nationality (to belong to a country).	Article 23: You have the right to special education and	war. Children under 15 cannot be forced to go into the army
Article 8: You have the right to an identity – an official record of who you are. No one should take this away from you.	care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.	or take part in war.
Article 9: You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.	Article 24: You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information	Article 39: You have the right to help if you've been hurt, neglected or badly treated.
Article 10: If you live in a different country than your parents	to help you stay well.	Article 40: You have the right to legal help and fair treatment in the justice system that respects your rights.
do, you have the right to be together in the same place.	Article 25: If you live in care or in other situations away from home, you have the right to have these living arrangements	Article 41: If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.
Article 11: You have the right to be protected from kidnapping.	looked at regularly to see if they are the most appropriate.	Article 42: You have the right to know your rights!
Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.	Article 26: You have the right to help from the government if you are poor or in need.	Adults should know about these rights and help you learn about them, too.
Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.	Article 27: You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.	Articles 43 to 54: These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.
Article 14: You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.	Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.	



Appendix 6: Stebon in-class refocus strategy





IMPORTANT POINTS to NOTE

- It is ok for children to move through these steps
 - o Children need to be taught how to behave. An important part of this learning is how to reset their behaviour when things go wrong. This means they need to have the chance to practise these skills by making mistakes.
- Every time a child successfully resets and is back in the green ready to learn zone, they also then reset on the behaviour flow chart
 - o A child may therefore go through steps 1-4 more than once in a day
- Don't forget to talk to the children. Ask them our RJ questions. You have a relationship with the children in your class – let them talk to you and explain what they are thinking or feeling.
- Secondary behaviours; ignore these at the time (do not escalate because of these) however they will need fixing when the child is ready to talk in the green zone.
- All behaviour incidents which result in 15 minutes refocus or a member of the LT being required must be recorded on the behaviour log
 - o Children completing 15 minutes refocus in class should also complete a sheet with an adult before returning to their learning
 - o If parents are spoken to this must also be recorded on the behaviour log
 - o Serious behaviour incidents must also be recorded on CPOMS (if you are unsure, please ask)
- De-escalation tactics can be useful if a child is struggling.
 - o Walk and talk (with an adult)
 - o Describe the zone and give the child 2 options
 - o Deep breathing
 - o Space to sit alone
- There are some scenarios where steps 1-4 are excluded. Please see below for these.

Go Straight to Step 5 - call for LT member
Leaving the room (no permission)
Fighting
Vicious kicking
Throwing dangerous objects
Swearing at staff
Verbal abuse of staff
Physical abuse of staff
Stealing
Bullying
Racist incidents
Sexual harassment
Bringing dangerous items into school